

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

DBN: (i.e. 01M001):

25Q244

School Name:

THE ACTIVE LEARNING ELEMENTARY SCHOOL

Principal:

ROBERT GROFF

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

1. **Section 5A Capacity Framework Element - Rigorous Instruction**
2. **Section 5B Capacity Framework Element - Supportive Environment**
3. **Section 5C Capacity Framework Element - Collaborative Teachers**
4. **Section 5D Capacity Framework Element - Effective School Leadership**
5. **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: Early Childhood Pre-K – 3rd School Number (DBN): 25Q244
School Type: Early Childhood Grades Served: Pre-K - 3
School Address: 137-20 Franklin Avenue
Phone Number: 718-445-5730 Fax: 718-445-5856
School Contact Person: Robert Groff Email Address: rgroff@schools.nyc.gov
Principal: Robert Groff
UFT Chapter Leader: Rebecca Kaizerman
Parents' Association President: Deepti Saxena and Karen Lee
SLT Chairperson: Charlene Rivera
Student Representative(s): None

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: Linden Place
Superintendent's Email Address: DDiMan@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Moldonado
Network Number: 535 Network Leader: Ellen Padva

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:

- 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*.
- 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.**
- 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)
Robert Groff	*Principal or Designee	
Rebecca Kaizerman	*UFT Chapter Leader or Designee	
Deepti Saxena	*PA/PTA President or Designated Co-President	
Anran Wang	DC 37 Representative, if applicable	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Devon Huang	CBO Representative, if applicable	
Rohan Woodburn	Member/ Teacher	
Anna Oliveri	Member/ Teacher	
Andy Yung	Member/ Teacher	
Nana Dong	Member/ Parent	
Michelle Trahan	Member/ Parent	
Lavonya Matcha	Member/ Parent	
Diana Ma	Member/ Parent	
	Member/	

**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
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● 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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

TALES' Mission: The mission of The Active Learning Elementary School (TALES), a PK-3 school, is to foster academic excellence in a safe and caring learning environment, through a partnership of family, staff, and community. TALES strives to meet children's academic, physical, and social needs with the belief that educating the whole child allows for learning at optimal levels. With our rigorous academic curriculum, emphasis on social development, and a focus on health and nutrition, students will receive the foundations necessary to excel academically as well as lead healthy, productive lives. TALES' students will stimulate their minds, nourish their bodies, and develop character.

It is based on this mission that we spend a significant amount of resources focusing on the belief that teaching students what it means to live a healthy lifestyle results in high academic achievement. We also believe that this is part of the reason why we average nearly 97% attendance for the year and have incredibly high interest from parents to attend TALES each year.

We have numerous partnerships and collaborations that help make TALES a special place. These include but are not limited to:

- NY Coalition for Healthy School Foods
- Fan4Kids
- Chinese American Parent Association
- Modern Chinese Afterschool
- Tzu-Hang Chinese School
- Education Through Music
- Queens Botanical Gardens
- The Alliance for Healthier Generation
- Physicians Committee for Responsible Medicine
- Common Threads
- Out of Print

Our strengths are clear in many areas within our school including the community of culture, respect, health and nutrition that is evident throughout our building and the understanding that collectively we must continue learning to constantly improve student achievement. Above all, we believe our curriculum is our most important strength. It is developed and led by teachers with a workshop model structure and influenced by Teachers College, Sharon Taberski, Thinking Maps and Math in the City just to name a few. We have consultants work with teachers regularly with Thinking Maps, Math in the City and Special Education strategies to develop units of student that clearly reflect the Common Core but are much more flexible to our students needs than any "canned" program. A significant amount of time, money and energy goes into constantly creating and adjusting our curriculum to attend to the needs of our students.

Our accomplishments include but are not limited to:

- We became the first vegetarian public school in the country.
- Received numerous awards as one of the healthiest schools in the country.
- Ranked in the top 1% of NY State in terms of test scores for the last two years.
- We have been an A rated school since our inception.

In terms of challenges, we are always looking for new and innovative ways to address the struggles of our ESL students. We have been very successful in helping students attain a grasp of English as a language, however we are also always

looking to improve our model of instruction.

We believe that as a school we are constantly making growth and that it is important for us to continue learning as a staff. One area specifically that we grew was in terms of our understanding as a staff of what strong teaching looks like. We have been working with a framework of learning and development for teachers for 4 years already, however last year with the full implementation of Danielson, we were able to use it as a tool for common understanding and focused areas of growth for teachers. With that common understanding a key area for this school year is our Instructional Focus: TALES will continue to refine our assessment and feedback systems throughout the school to ensure teachers, students and families have a clear understanding of what students are doing well and what they need to work on.

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

- 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).
- 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.

Based on the June 2014 Developmental Reading Assessment (DRA) results,

In Third grade, 80% of all students attained minimum grade level expectations. 81% of all 3rd grade students passed the NY State ELA test with either a 3 or a 4. Of those that did not get a 3 or 4, only one general education student got a 1.

In Second grade, 86% of all students attained the minimum grade level expectations.

In First grade, 85% of students attained the minimum grade level expectations.

In Kindergarten, 88% of all students that continued on to First grade attained minimum grade level expectations.

We believe that this shows strong success within the school and a clear correlation between our in school expectations and NY State English Language Arts (ELA) scores. We also believe it is extremely important that we continue our focus on building students ability to comprehension complex text and keep strong intervention programs for English Language Learners (ELL’s). We are constantly looking for ways to improve our instruction and build further teacher efficacy through implementation of the common core state standards. We also believe that there must be a significant emphasis on assisting the learning of our special education students. Over the course of this year we will be working towards sustaining and improving the success we have had in ELA through focusing on the success of our English as a Second Language (ESL) and special education students.

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.

PS244Q students in grades K-3 will demonstrate competency in the area of literacy by: completing tasks focusing on fiction and nonfiction reading, writing, speaking and listening embedded in Common Core Standards aligned units of study and by at least 86% of TALES students reading at or above minimum expectations as measured by DRA 2 by June 2015. (Minimum grade level expectations for each grade are: Kindergarten level 3 (ELL – level 2); 1st grade level 16 (ELL level 14); 2nd grade level 28 (ELL level 24); 3rd grade level 38 (ELL level 34).

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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional 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- 			

<p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Students assessed using ECLAS2 in Kindergarten and 1st grade. Student progress in all grades Kindergarten through 3rd assessed using DRA2. Understanding and implementing Thinking Maps school-wide. Teachers create and align units of study to meet the needs of students and align to Common Core Standards and integrate speaking. Listening and language standards to encourage conversation, social and academic language development. Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school as well as per-session planning time for preparing units, rubric creation and assessment development. Grade level common planning teams meet each week to address individual student, class and curriculum needs. Use of Foundations phonics program for special education students and Teachers College phonics for general education students. Teachers meet together in Book Clubs during professional development once per month to explore expressed interest and school need. Understanding and implementing Check-it Dots (self editing system) school-wide. 	<p>All Kindergarten and 1st grade students</p> <p>All students</p> <p>All teachers and students</p> <p>All teachers</p> <p>All teachers</p> <p>All classroom and ESL push-in teachers</p> <p>All students and classroom teachers</p> <p>All teachers</p> <p>All students and teachers</p>	<p>3 times yearly, fall, winter and spring</p> <p>3 times yearly, fall, winter and spring</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Each week</p> <p>Daily</p> <p>Once a month</p> <p>Throughout the year</p>	<p>Classroom teachers and administration</p> <p>All classroom and ESL push-in teachers and administration</p> <p>Administration and trained teacher leaders</p> <p>Administration and teachers</p> <p>Administration</p> <p>Administration</p> <p>Classroom teachers</p> <p>All teachers and administration</p> <p>All teachers and administration</p>

<ul style="list-style-type: none"> • Setts position added and filled with a staff member who was a 12:1:1 teacher in the school. • ESL/ Literacy teacher pushes into each class during Reading for co-teaching, guided reading and small group student support. • Creation of an ESL grammar continuum and integration with social studies content. • Student progress for all grades assessed using teacher created ESL baseline, midline and endline (specific to the ESL grammar continuum). • Reading Recovery program • After school activities and clubs created that support literacy including special ELL intervention groups. • Summer small reading program for struggling students entering first, second and third grade teachers. • Special education consultant hired through CEI-PEA • Administrators will assist third grade teachers in small group instruction to prepare students for NY State testing. 	<p>All SETTS and at risk students All students with focus on ESL students</p> <p>ESL students</p> <p>-ESL students</p> <p>Approximately 8 1st grade students</p> <p>ESL and other language needs students</p> <p>Approximately 60 struggling students</p> <p>SPED, PPT and at risk students</p> <p>3-5 students per group</p>	<p>Throughout the year</p> <p>Daily</p> <p>Throughout the year</p> <p>3 times a year</p> <p>Throughout the year</p> <p>November through May</p> <p>Twice per week in July and August</p> <p>8 times throughout the year</p> <p>Daily March through April</p>	<p>Special education SETTS teacher</p> <p>ESL teachers and administration</p> <p>ESL push-in teachers and administration</p> <p>ESL teachers and administration</p> <p>Reading Recovery teacher</p> <p>ESL teachers, non ESL teachers and Principal</p> <p>Teachers and Principal</p> <p>Administration</p> <p>Administration and third grade teachers</p>
<ul style="list-style-type: none"> • Providing afterschool opportunities for parents/ students to check out books in multiple languages from our school library. • Teachers provide workshops for parents to help them better understand the curriculum and instruction (i.e. Thinking Maps used in the classroom. • Parents will be given curriculum letters to build understanding of ELA subjects taught and translated into Mandarin. 	<p>All parents</p> <p>All parents</p> <p>All families Kindergarten through 3rd grade</p>	<p>Throughout the year</p> <p>Throughout the year</p> <p>Beginning of each month</p>	<p>Teachers, administration</p> <p>Teachers, parent coordinator, school aide, administration</p> <p>Classroom teachers, administration, school aide</p>

<ul style="list-style-type: none"> Relationships with Cornell Cooperative extension, NY Coalition for Healthy School Foods, Fan4Kids and various other organizations to do workshops for parents. Engaging with parents in PTA, SLT, at Title I meeting, breakfast with the principal, during open school night, Parent teacher conferences, fall festival and various other events. 	All families	Throughout the year	Parent coordinator
<ul style="list-style-type: none"> Mid-year teacher survey to assess what is going well and what can be worked on in a variety of areas. Open door policy for administration Regular leadership team meetings with teacher representatives Administration planning with teachers Regular UFT consultation meetings to address staff concerns 	All families	Throughout the year	Teachers, parent coordinator, school aide, administration
	All teachers	January	Administration and leadership team
	All staff	Throughout the year	Administration
	5 selected teachers	As needed or monthly	Administration
	Teachers in need of assistance	As needed	Administration
	All staff	Monthly and as needed	Administration and UFT consultation committee

Part 4 – Resources Needed

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

All ELA teachers will of course be involved in attaining this goal, however this really involves all teachers on staff.

- Classroom teachers provide ELA instruction daily.
- ESL certified push-in teachers will be providing direct ESL, guided reading and small group ELA instruction.
- Para-professionals will be working with students in small group and one-on-one situations in reading and writing.
- One certified Reading Recovery teacher will be working with the most struggling first grade students each day for up to a 22 week cycle.
- Our Reading Recovery teacher provides professional development to the staff on how to improve student reading and writing
- Teachers who have been trained in Path to Proficiency provide professional development to the staff on how to scaffold and assist our ELLs when using Thinking Maps.
- Per-session time provided for teachers to collaboratively plan parent workshops.
- We have been able to hire our own SETTS teacher who was a 12:1:1 teacher previously with us to provide instruction to IEP students.
- Principal and Assistant Principal will provide small group instruction to 3rd grade students prior to state testing.
- Thinking Maps consultant provides professional development to teachers and para-professionals.
- Use of Thinking Maps instructional binders, Sharon Taberski, Teachers College, Young Investigators, Katie Wood Ray and numerous other professional texts for assistance in unit planning inquiry work.
- Teacher schedules, common planning, subs used for coverage.
- Per-session planning and paperwork time provided to teachers.

- Per-session funds used for staff to teacher after-school program twice per week.

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	X	Title I Basic		Title IIA	X	Title III		Grants
---	-----------------	---	----------------------	--	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

- Tax Levy funding will be used for per-session planning and paperwork, sub coverage, funding new SETTS position, ESL push-in and Reading Recovery positions, summer reading program.
- Title I funding will be used to fund portions of the extended day, Thinking Maps Consultant, sending teachers to out of school PD, Foundations and other phonics materials.
- Title III funding will be used for ESL focused portion of extended day, to bring cultural experiences into the school

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:

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

DRA assessments will be conducted beginning in January and completed in February to assess reading progress throughout the school. Progress of students in reading on grade level will be indicated by the mid-year DRA results. We expect students to be progressing towards the end of year expectations set out in the above goal. We know that all students progress at a different rate throughout the year, however we would expect all students to attain certain average reading level standards in February such as Kindergarten: A/1, 1st grade: 8 , 2nd grade: 14/16, 3rd grade: 28.

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

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • 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 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

- 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).
- 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.

TALES has demonstrated over the course of the last 7 years that we have a strong supportive environment where families want to bring their children. This was abundantly evident this year as we had over 650 applicants for 125 Kindergarten seats and over 450 applicants for 36 Pre-K seats. Our Quality Review report and school survey indicate that both parents and teachers alike are overwhelmingly happy with the operations of the school. Even with this clarity in trust, interest and community, it is always important for us to strive for more and strike a balance with our teachers. It is important to push them to continually learn, yet also ensure that their voices are heard and that they have input into the operations and direction of the school.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will continue to demonstrate that they believe the school has established a classroom and school culture where students feel safe, supported and challenged by showing at least a 90% satisfaction rating as per the school survey.

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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Continued school-wide Responsive Classroom management and behavior techniques to ensure positive school culture with students and families. 	All teachers	As opportunities arise	Administration and teachers
<ul style="list-style-type: none"> • Sending teachers to Responsive Classroom training sessions to understand how to develop a strong classroom culture, deal with difficult situations and build a community of respect and rapport. 	All teachers	As opportunities arise	Administration and teachers

<ul style="list-style-type: none"> • Provide teachers with sub coverage for inter-visitations to observe other staff with an identified strength in this area. • Administration will demo activities to build community and culture within classrooms. • Meeting with grade teams in common planning. 	<p>Teachers in need of assistance in building community</p> <p>All teachers in need of assistance in this area</p> <p>All grade teams</p>	<p>As needed</p> <p>As needed</p> <p>Each week as needed</p>	<p>Administration</p> <p>Administration</p> <p>Administration</p>
<ul style="list-style-type: none"> • Specialized behavior charts and individualized programs and systems for students with special needs behaviorally. • Teacher getting a degree in counseling will work with up to 20 students individually and in small groups over the course of the year • Providing counseling, extra academic interventions and supplies if necessary to students in temporary housing. • Parent meetings along with administration for students that need additional behavior modifications or structured consequences. 	<p>Students in high need</p> <p>Students in need with apparent approval</p> <p>Students in need</p> <p>Students in need</p>	<p>Throughout the year</p> <p>October through May</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>Teachers and administration</p> <p>One teacher and Principal</p> <p>Teachers and school counselor</p> <p>Teachers and administration</p>
<ul style="list-style-type: none"> • Providing afterschool opportunities for parents/ students to check out books in multiple languages from our school library. • Teachers provide workshops for parents to help them better understand the curriculum and instruction (i.e. Thinking Maps used in the classroom. • Parents will be given curriculum letters to build understanding of ELA subjects taught and translated into Mandarin. • Relationships with Cornell Cooperative extension, NY Coalition for Healthy School Foods, Fan4Kids and various other organizations to do workshops for parents. • Engaging with parents in PTA, SLT, at Title I meeting, breakfast with the principal, during open school night, Parent teacher conferences, fall festival, parent volunteer systems and various other events. 	<p>All parents</p> <p>All parents</p> <p>All families Kindergarten though 3rd grade</p> <p>All families</p> <p>All families</p>	<p>Throughout the year</p> <p>Throughout the year</p> <p>Beginning of each month</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>Teachers, administration</p> <p>Teachers, parent coordinator, school aide, administration</p> <p>Classroom teachers, administration, school aide</p> <p>Parent coordinator, Principal</p> <p>Teachers, parent coordinator, school aide, administration</p>

<ul style="list-style-type: none"> Administration supports and joins teachers in parent conferences, meetings and workshops. 	All teachers	As needed	Administration
<ul style="list-style-type: none"> Mid-year teacher survey to assess what is going well and what can be worked on in a variety of areas. 	All teachers	Mid-year	Leadership Team
<ul style="list-style-type: none"> Regular Leadership Team meetings of representatives from each grade to discuss issues involving assessments, safety, workload, and various other topics. 	Selected teachers	Monthly and as needed	Administration and leadership team
<ul style="list-style-type: none"> Open door policies for both Principal and Assistant Principal to ensure that staff feel valued and heard. 	All staff	Throughout the year	Administration
<ul style="list-style-type: none"> Regular UFT consultation meetings to address staff concerns 	All teachers	Monthly and as needed	Administration, consultation committee
<ul style="list-style-type: none"> Monthly School Leadership Team meetings to address school-wide concerns. 	All staff and families	Monthly	SLT members

Part 4 – Resources Needed

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

- Schedule adjustments for meetings
- Per-session for teachers to plan
- Funding for out of school PD
- Sub coverage for teachers to observe and attend PD

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	X	Title I Basic		Title IIA		Title III		Grants
---	-----------------	---	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

- Tax Levy money will be used to pay for sub teachers to assist in coverage
- Title 1 money will be used to pay for any workshops for teachers such as Responsive Classroom and other opportunities to build a strong classroom culture.

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:

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

Teachers will be given an anonymous survey mid-year to assess teacher satisfaction in regards to community and culture. This will enable the administration to address any concerns from staff and help ensure a clear community of trust and culture. We will be targeting an 85% satisfaction rating according to the mid-year survey.

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

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|--|--|-----|--|----|

- 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 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

- 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).
- 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.

Historically, TALES has been a very collaborative environment for teachers. Teachers consistently work together in planning units, workshops, parent meetings and often meet on their lunches, preps and other time out of school to ensure that they are well prepared for student success. We will always be focused on maintaining this type of environment and looking for new ways for us all to work together for the benefit of our students.

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.

By June 2015, 100% of teachers will participate in collaborative work together by completing at least two inter-visitations, developing assessments collaboratively in common planning and Professional Development and utilizing monthly per-session opportunities devoted to collaboration through planning.

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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Teachers will have the opportunity to visit at least two other classrooms within the school or in other schools to observe in a non-evaluative manner and use shared Google Drive documents to schedule and track inter-visitations. 	All teachers	Minimum of twice a year	Administration
<ul style="list-style-type: none"> • One hour of per-session unit planning given to each teacher with the caveat that they must work together in small groups. 	All teachers	Each month	Administration

<ul style="list-style-type: none"> Professional development on utilizing observation opportunities with an exit sheet for the observer to indicate what they take away from the visit. All teachers will have 30 minutes of per-session available to them each month for paperwork and collaboration. Teachers have the option to seek out professional development opportunities out of the building throughout the year. Already, teachers have attended workshops at Teachers College, Education through Music, City College, Touro and Responsive Classroom. Unit planning with administration. Common planning periods each week for grade teams. 	<p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All classroom and ESL-push-in staff</p>	<p>Minimum of twice per year</p> <p>Each month</p> <p>Throughout the year</p> <p>As needed</p> <p>Once per week</p>	<p>Administration</p> <p>Administration</p> <p>Administration and teachers</p> <p>Administration and teachers</p> <p>Administration and teachers</p>
<ul style="list-style-type: none"> SPED and ESL teachers and para-professionals will have the option to attend various relevant workshops out of the building including those related to Thinking Maps, Autism, Dyslexia, SIOP model and other trainings when available. SPED teachers and ESL teachers will complete at least one observation of other teachers holding the same license for the purpose of working on specialized strategies. All SPED teachers will work with the special education consultant at least 3 times over the course of the school year to work on differentiation of curriculum and behavior modifications. General education teachers will meet with the special education consultant to learn how to identify students in need of additional assistance. 	<p>All teachers</p> <p>All special education and ESL teachers</p> <p>Special education teachers</p> <p>All general education teachers</p>	<p>Throughout the year</p> <p>At least once per year</p> <p>At least three times per year</p> <p>At least once per year</p>	<p>Administration and teachers</p> <p>Administration and teachers</p> <p>Administration and special education consultant</p> <p>Administration and special education consultant</p>
<ul style="list-style-type: none"> Providing afterschool opportunities for parents/ students to check out books in multiple languages from our school library. Teachers provide workshops for parents to help them better understand the curriculum and instruction (i.e. Thinking Maps used in the classroom). Parents will be given curriculum letters to build understanding of ELA subjects taught and translated into 	<p>All parents</p> <p>All parents</p> <p>All families Kindergarten</p>	<p>Throughout the year</p> <p>Throughout the year</p> <p>Beginning of each</p>	<p>Teachers, administration</p> <p>Teachers, parent coordinator, school aide, administration Classroom teachers,</p>

<p>Mandarin.</p> <ul style="list-style-type: none"> Relationships with Cornell Cooperative extension, NY Coalition for Healthy School Foods, Fan4Kids and various other organizations to do workshops for parents. Engaging with parents in PTA, SLT, at Title I meeting, breakfast with the principal, during open school night, Parent teacher conferences, fall festival, parent volunteer systems and various other events. <p>Administration supports and joins teachers in parent conferences, meetings and workshops</p>	<p>through 3rd grade</p> <p>All families</p> <p>All families</p> <p>All teachers</p>	<p>month</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>As needed</p>	<p>administration, school aide</p> <p>Parent coordinator</p> <p>Teachers, parent coordinator, school aide, administration</p> <p>Administration</p>
<ul style="list-style-type: none"> Mid-year teacher survey to assess what is going well and what can be worked on in a variety of areas. Regular Leadership Team meetings of representatives from each grade to discuss issues involving assessments, safety, workload, and various other topics. Open door policies for both Principal and Assistant Principal to ensure that staff feel valued and heard. Regular UFT consultation meetings to address staff concerns Monthly School Leadership Team meetings to address school-wide concerns. 	<p>All teachers</p> <p>Selected teachers</p> <p>All staff</p> <p>All teachers</p> <p>All staff and families</p>	<p>Mid-year</p> <p>Monthly and as needed</p> <p>Throughout the year</p> <p>Monthly and as needed</p> <p>Monthly</p>	<p>Leadership Team</p> <p>Administration and leadership team</p> <p>Administration</p> <p>Administration, consultation committee</p> <p>SLT members</p>

Part 4 – Resources Needed

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

- Teacher schedules
- Substitute teachers for coverage
- Per-session
 - Non-evaluative recording sheet made in house

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	X	Title I Basic		Title IIA		Title III		Grants
---	-----------------	---	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

- Tax Levy money will be used to pay for sub teachers and per-session.
- Title 1 money will be used to pay for any PD opportunities outside of TALES.

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:

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

In February the administration will assess the progress of the scheduled inter-visitations. We will determine who still needs to visit other staff to fulfill their minimum of two observations. We expect that teachers will have been able to conduct at least one inter-visitation by this time. We will also monitor assessments and unit planning conducted by teacher teams.

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

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • 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

- 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).
- 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.

TALES knows the importance of focusing on the needs of teachers and building their ability to deliver instruction and attend to the individual needs of students. This is of particular importance for the school because of the high academic standards that have been established since our inception. This year the school has 5 untenured teachers including 2 that are new to the building because of growth and teacher leaves. This accounts for nearly 25% of our instructional staff. This clearly presents the need to focus on continuing the high quality of instruction. Administration will continue to build capacity with new teachers and those unfamiliar with their subject areas to ensure that an environment of excellence continues. We have been working with the Danielson rubric for four years at this point and have built a community understanding about what effective teaching looks like. We constantly use the Danielson model as a guide to develop instructional practices and to focus our professional development. In particular we believe that it is important to focus on developing a clear understanding for students of what is expected of them. As such our instructional focus involves the continued refinement of our assessment and feedback systems to ensure that students and families have a clear understanding of what students are doing well and what they need to work on.

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.

By June, 2015 TALES will align our school-wide instructional focus of continuing to refine our assessment and feedback systems to our professional development and work to improve the average teacher ratings within Danielson’s Domain 3 from 3.07 for the 2013-14 school year to 3.2 for the 2014-15 school year.

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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Schools instructional focus is tied directly to assessment and feedback. Therefore, Professional development is focused around Domain 3. 	All teachers	Each Monday and	Administration

<ul style="list-style-type: none"> • TALES 2014-15 Assessment plan outlines the assessments that will be done by classroom teachers regularly including ECLAS, DRA, math assessments • Three times a year (end of November, February and May, administration will meet with common planning teams to share assessment trends that are identified and discuss next steps. • Grade teams will receive one day for planning after each of the three assessment meetings to address next steps. • Teachers will observe each in inter-visitations organized by administration in relation to their expressed goals and administration observed need. • Administration will conduct demo lessons for teachers in need of additional support. • Data from teacher observations will be tracked using Advance and Teachboost to assess progress and determine next steps. • Teachers will participate in professional development with consultants from Thinking Maps, Math in the City and numerous out of school workshops such as Reading Recovery, Teachers College, Sharon Taberski, 92nd Street Y Wonderplay and other opportunities. 	<p>Classroom teachers and push-in ESL teachers</p> <p>All teachers with emphasis on classroom teachers</p> <p>All classroom and ESL push-in teachers</p> <p>All teachers</p> <p>Teachers in need of assistance</p> <p>All teachers</p> <p>All teachers</p>	<p>throughout the year</p> <p>As scheduled according to assessment plan</p> <p>Three times a year</p> <p>Three times yearly</p> <p>At least 2 per year</p> <p>As needed</p> <p>Regularly</p> <p>Each Monday and as scheduled throughout the year</p>	<p>Administration and teachers</p> <p>Administration</p> <p>Administration</p> <p>Administration and teacher initiated</p> <p>Administration</p> <p>Administration</p> <p>Administration and teacher initiated</p>
<ul style="list-style-type: none"> • Teachers will participate in inquiry book clubs to focus on areas of instruction that they have an expressed interest and administration has decided there is a need. These include Special Education, ESL instruction, Project based work and literacy centers instruction. • Small group instruction conducted by ESL-push-in teachers will focus on vocabulary, guided reading, building talk structures and social interactions and read alouds for language purposes. • Classroom teachers and ESL push-in teachers will organize small groups for the purpose of addressing individual needs 	<p>All teachers</p> <p>ESL push-in teachers</p> <p>All classroom</p>	<p>Once a month throughout the year</p> <p>Several times a week</p> <p>Daily October</p>	<p>Administration</p> <p>ESL push-in teachers</p> <p>Classroom and ESL teachers</p>

<p>in guided reading.</p> <ul style="list-style-type: none"> Administrators will assist third grade teachers in small group instruction to prepare students for NY State testing. 	<p>and ESL push-in teachers</p> <p>3-5 students per group</p>	<p>through June</p> <p>Daily March through April</p>	<p>Administration and third grade teachers.</p>
<ul style="list-style-type: none"> Classroom teachers will meet with parents and teachers from the Chinese American Parent Association (our largest afterschool program in the building) to help them understand expectations in school and in homework. A menu of parent workshops has been developed by the parent coordinator, grade teams and individual teachers to help families develop an understanding of expectations. 	<p>All teachers</p> <p>Parent Coordinator, teachers</p>	<p>As needed</p> <p>Tuesday and at other days at least once per month</p>	<p>Teachers</p> <p>Parent Coordinator and teachers</p>
<ul style="list-style-type: none"> Mid-year teacher survey to assess what is going well and what can be worked on in a variety of areas. Regular Leadership Team meetings of representatives from each grade to discuss issues involving assessments, safety, workload, and various other topics. Open door policies for both Principal and Assistant Principal to ensure that staff feel valued and heard. Regular UFT consultation meetings to address staff concerns Monthly School Leadership Team meetings to address school-wide concerns. 	<p>All teachers</p> <p>Selected teachers</p> <p>All staff</p> <p>All teachers</p> <p>All staff and families</p>	<p>Mid-year</p> <p>Monthly and as needed</p> <p>Throughout the year</p> <p>Monthly and as needed</p> <p>Monthly</p>	<p>Leadership Team</p> <p>Administration and leadership team</p> <p>Administration</p> <p>Administration, consultation committee</p> <p>SLT members</p>

Part 4 – Resources Needed

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

- Teacher schedules
- Funding for consultants
- Coordination between administration and staff
- Inter-visitation schedules
- PD calendar
- Per-session postings for planning time
- Sub teacher coverage
- Danielson framework
- Teacher goals
- Administration observation data
 - Teachboost

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	X	Title I Basic		Title IIA		Title III		Grants
---	-----------------	---	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

- Tax Levy money will be used for sub teacher coverage and per-session.
- Title 1 money will be used to pay for consultants from Thinking Maps and Math in the City and Teachboost.

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:

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

In February, the administration will be assessing progress in this area. We are targeting an average rating of 3.12 in Danielson’s Domain 3 by this time. As the year continues on and teachers receive more professional development opportunities in this Domain area and increased inter-visitation opportunities, we expect that this number will reach our year end expectation.

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

- | | | | | | |
|--|--|-----|--|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | | No |
| <ul style="list-style-type: none"> • 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

- 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).
- 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.

Overall we have had a high level of parent satisfaction according to the school survey last year. When asked if they were satisfied with the schools instructional core, 98% responded yes, 96% responded yes to systems of improvement and 94% for school culture. We also had over 90% attendance at Parent Teacher Conferences last year according to sign in sheets.

At the same time the school survey indicates that 46% of parents say that they have not been invited to an event at school more than 2 times last year. Also 70% of parents say that they have not attended more than 2 PTA meetings in the last year and 42% say that school staff have not communicated with them about their child’s progress more than 2 times in the past year. Although we have many events for parents and have constant opportunities for parents to communicate with teachers, that information shows that there is a disconnect that we must work on fixing.

Over the course of the next year we are prioritizing providing a variety of parent workshops, letters, phone calls and general communication with families to try and bring more parents in to meetings, workshops and increased communication with teachers.

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.

By June, 2015, the school will increase parent engagement and involvement, providing parents with the information and training needed to become involved in the planning and decision making in support of the education of their children by providing at least two school-wide events or workshops per month in addition to numerous teacher lead workshops.

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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Extended day program for students in need of additional assistance or enrichment with priority going to ELL 	Students that are	November through	Administration and teachers

<p>students.</p> <ul style="list-style-type: none"> Parent coordinator trainings with Cool Culture and other programs to turn key information to families. 6 week cycle of plans completed by teachers to outline parent engagement activities. 	<p>struggling or for enrichment</p> <p>All families</p> <p>All teachers</p>	<p>May</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>Parent coordinator</p> <p>Teachers and administration</p>
<ul style="list-style-type: none"> ESL teachers work with parents of ESL students during Tuesday parent engagement sessions, build websites for parents and engage in regular meetings with translation. Families of students in temporary housing will have time with our parent coordinator to discuss how the school can assist. Families of students in Reading Recovery will have regular access to meet with the Reading Recovery teacher and have opportunities to learn strategies. Principal, secretary, school aide and parent coordinator will meet with families to assist them in transitioning their third grade student to fourth grade in a new school. 	<p>All families</p> <p>Families of students in temporary housing</p> <p>Families of students in Reading Recovery</p> <p>Families of graduating third grade students</p>	<p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Each June</p>	<p>Administration, teachers and school aide</p> <p>Parent coordinator</p> <p>Reading Recovery teacher</p> <p>Parent coordinator, secretary, school aide, Principal</p>
<ul style="list-style-type: none"> Conduct workshops for parents and after-school staff with topics that may include: cool culture, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home. Some of these workshops will be videotaped and uploaded to the school website. Relationships with Fan4Kids, The Coalition for Healthy School Foods, Cornell University, Cool Culture, Thinking Maps and a variety of other organizations to provide learning opportunities for parents. All critical school documents including monthly curriculum letters, parent workshop and other letters will be sent home for each grade and translated into Mandarin. Parent phone calls are made to families each time a 	<p>All families with focus on parents of ELL's</p> <p>All families</p> <p>All families</p>	<p>Throughout the year</p> <p>Throughout the year</p> <p>The beginning of each month and as needed</p> <p>Throughout</p>	<p>Parent coordinator, teachers, school aides and administration</p> <p>PTA, parent coordinator, administration</p> <p>Parent coordinator, school aide and administration</p> <p>School aide and</p>

<p>student is absent for two or more days.</p> <ul style="list-style-type: none"> Yearly family dinner night, grocery store and farmers market tours, cooking classes, health and nutrition workshops. Events such as Back to School Night, Book Fair, Holiday Bazaar, Movie Night, Earth day, concerts, book giveaways and attendance award evenings to engage parents. Drawings at events for prizes with attendance. Automated phone system (school messenger) with translations used this year for messages and reminders to parents. 	All families	the year	parent coordinator
	All families	Each May and other times throughout the year	Coalition for Healthy School Foods, Fan4Kids, administration
	All families	Throughout the year	PTA, parent coordinator, administration
	All families	Throughout the year	Parent coordinator, school aide and administration
<ul style="list-style-type: none"> Mid-year teacher survey to assess what is going well and what can be worked on in a variety of areas. Administration meets with PTA leadership to discuss ideas and issues. Principal, parent coordinator and a school aide attend each PTA meeting and is available for questions or ideas. 	All teachers	Mid-year	Leadership Team
	All families	As needed	PTA leadership, administration and parent coordinator
	All families	Once per month	Principal, parent coordinator, school aide

Part 4 – Resources Needed

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

- Parent Coordinator
- Mandarin speaking school aide, speech and ESL teacher
- Mandarin take home books
- Video camera, computer, personnel for taping and uploading workshops to school website
- Schedule creation for workshops
- Translation software
- Teachers to teach extended day

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	X	Title I Basic		Title IIA	X	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

- Tax levy is used for per-session.
- Tax levy translation services money is used to translate all important documents into Mandarin to send home and for overtime for our Mandarin speaking school aide.
- Title 1 money is used for the 1% parent involvement money through which we purchase Cool Culture, to purchase school messenger and any video equipment necessary.
- Title III money is used to fund the majority of the extended day program through per-session.

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:

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

In SLT and Leadership team, we will assess the attendance of families at teacher workshops, parent coordinator workshops and principal workshops mid-year to determine other methods that we can continue to increase parental involvement. Our measure of success at mid-year will be to have at least 1 workshop each month for each grade in the school through January and determine through parent conversations their interest and need. We have already seen success with regards to Cool Culture passes, as there were at least 70 parents in attendance for the initial workshop and distribution of cards.

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

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • 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)	DRA scores, Lab-R and NYSESLAT scores	Interactive writing, guided reading, Reading Recovery, shared reading, guided writing, interactive storybook read aloud, student book clubs	Small group, one-to-one, SETTS teacher, ESL push-in teacher	TALES afterschool program, regular school day
Mathematics	Baseline, mid and end of year assessments	Interactive math, rekenrek math, task investigations, Math in the City	Small group, one-to-one, SETTS teacher	TALES afterschool program, regular school day
Science	End of unit assessments	Para-professional assistance, FOSS, content guided reading instruction, Queens Botanical Gardens	Small group	Science class
Social Studies	Baseline, mid and end of year assessments	NY Historical Society, content guided reading instruction	Small group	During social studies and shared reading blocks
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT, Leadership team, academic progress, social relationships between students	Guidance Counselor, School Psychologist, Social Worker (once per week), Speech teacher, OT, PT, counseling group in extended day conducted by teacher getting a guidance counseling degree	One-to-one, small group	Regular school day, TALES afterschool program, outside service through CCNY

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
----------	---------------------------------	--	---	--	--------------------

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.

- The school works closely with the CFN HR point in identification of highly qualified teachers. Our HR point supports us in ensuring our hires have the proper credentials. We require prospective teachers to conduct a demo lesson and attend our new teacher orientation prior to the start of school.
- We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The principal and the assistant principal works one-to-one with teachers to identify areas of support and next steps and create professional development opportunities as needed to demonstrate teacher growth and ensure that our teachers feel supported. All teachers have access to supplies, computers, and state of the art technology (with trainings) so that their pedagogy is enhanced and supports all learners. We also train teachers in behavioral strategies such as Responsive Classroom that support learners.
- As required, new teachers are matched with mentors. We utilize our network as well, to identify high quality professional development opportunities and provide our teachers with current and research based models of pedagogy.
- We have a staff handbook, new staff handbook and family handbook to help outline expectations.
- We bring in consultants from Thinking Maps and Math in the City to help teachers develop an understanding of how subjects are taught at TALES.
- Administration always has an open door policy.
- Interviews are conducted as a committee with teacher involvement.
- Teaching assignments are determined by assessing the needs of the school along with the strengths of teachers.

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).

All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:

- Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty has the appropriate instructional focus
- Providing focused PD in CCLS in-house and utilizing network CCLS workshops in ELA and Math as well as engaging staff in PDs that focus supports for our subgroups
- Deepening teachers' understanding of using data to focus classroom instructional practice
- Sharing the school instructional focus with all stakeholders through sustained and formal professional

development sessions

- Creating a structured and research based school Professional Development plan.
- Working with our network to identify and create high level professional development opportunities for all staff
- Conducting regular instructional rounds and the full implementation of Danielson’s *Framework for Teaching* which informs teacher needs and tracks progress
- Regular Leadership Cabinet where we continually monitor, assess, and revise our professional development plan as needed.

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.).

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

School-wide procedures and routines such as the use of responsive classroom behavior management and routines as well as ELA strategies such as the use of Thinking Maps are consistent from Pre-K into Kindergarten.

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.

SLT, Leadership team, common planning, grade level planning, inquiry, PD and many others are opportunities for teachers to participate in the conversation around the selection or development of assessment measures. Moving

towards the WIDA assessment is a prime example of this. We learned of it last year, several teachers and school leaders researched the assessment and theory before deciding to make a change and use it for ESL student assessments and develop a continuum of understanding. School leaders along with teachers have worked on developing expectations around assessments and meet on an as needed basis to make adjustments to assessment policies. The professional development around the use of assessment results is provided by a variety of sources including school leaders, data specialists, teachers and network staff.

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	\$179,309	X	#10,11,12,15,18, 21,24,25
Title I School Improvement 1003(a)	Federal	\$0		
Title I Priority and Focus School Improvement Funds	Federal	\$0		
Title II, Part A	Federal	\$0		
Title III, Part A	Federal	\$23,960	X	#10,12,24,25
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,281,187	X	#10,11,12,15,17, 18,21,22,25

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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. **P.S. 244**, 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. **P.S. 244** 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;
- Partnering with Cornell Cooperative extension, CCNY, Metro Health Plus and other organizations to provide specific parent workshops to families;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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)

P.S. 244 (TALES), in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

The Active Learning Elementary School Community Contract

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

The Active Learning Elementary School Community Agreement

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

Therefore,

As a staff member at TALES, I promise to:

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

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

Teacher Signature _____

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

- Work with TALES staff to support my child’s learning and development.
- Maintain clear and frequent communication with the school including returning all Periodic Reports and other signed documents when they are due.
- Attend all required school meetings including parent teacher conferences.
- Support TALES’ behavioral policy, its rewards, and its consequences; work with the TALES staff to make sure that my child is following the school and class rules so as to protect the safety, feelings and rights of other students, parents and him or herself. staff,
- Have zero tolerance for off task behavior or lack of effort.
- Ensure that my child maintains a minimum of 95% attendance and is on time each day
- Check my child’s homework each night to make sure it is complete and done with care.
- Make arrangements so that my child is appropriately taken care of at dismissal each day.

- Come in immediately when it is requested by the school.
- Be direct and respectful in communication with all members of the TALES community.
- Hold myself to behaving in accordance with TALES' Core Values.

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

Parent/Caring Adult Signature _____

As a student at TALES, I promise to:

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

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

Student Signature _____

**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 25	Borough Queens	School Number 244
School Name The Active Learning Elementary School		

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

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														
Push-In	2	2	2	2										8
self-contained		1	1	1										3
Total	2	3	3	3	0	11								

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	189		10	26		2				215

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	189	0	10	26	0	2	0	0	0	215
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	23	1												24
Intermediate(I)	24	9	5											38
Advanced (A)	39	57	34	21										151
Total	86	67	39	21	0	213								

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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.
 TALES uses the DRA2 as the main diagnostic for determining student literacy levels, and also uses ECLAS-2 to monitor student progress. End-of-year DRA results show that 94% of Kindergarten ELLs achieved their benchmarks during the 2011-2012 school year, and 95% reached their benchmarks during the 2012-2013 year. All current and recently-proficient ELLs who took the third grade NYS ELA and

Math tests in spring 2013 passed both tests. Moreover, 80% of those students received a score of 3 or 4 on the ELA, and 80% received a score of 3 or 4 on the Math test.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
LAB-R scores indicate that many of the incoming Kindergarten students have basic alphabet knowledge but very rudimentary oral English skills. NYSESLAT scores show that our students have strong academic English skills, and many students attain proficiency on the reading/writing modalities before doing so on the speaking/listening sections. NYSESLAT scores also indicate that our ELLs become increasingly proficient in English as they move into the upper grades; over half of our Kindergarten ELLs are at the Beginning/Intermediate level, but the vast majority of our upper grade ELLs (85% of first graders, 87% of second graders, and 100% of third graders) are at the Advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Because many of our students attain reading/writing proficiency before speaking/listening proficiency, we are always looking for ways to increase student oral interaction in the classroom, with a strong emphasis on collaborative projects, small group activities, and partner work. Finding ways to increase students' oral English skills is also the focus of many professional development sessions, inquiry teams, and common planning meetings. It is always our goal to provide ELLs with enough support that they grow at least one year's worth of proficiency per school year, and to have the majority of our ELLs pass the NYSESLAT before leaving our school. Data reveals that upwards of 70% of our ELLs pass the NYSESLAT exam during the four years they spend at our school.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In general, our ELL students lag slightly behind their non-ELL peers in all formal assessments, including DRA2, ECLAS-2, and in-house end-of-unit rubrics. This achievement gap is most pronounced in Kindergarten, and narrows as our students advance through the upper grades. Assessments are only given in English, so there is no comparison to be made with native language assessments. Finally, this school does not use the ELL Periodic Assessments as a diagnostic tool.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

English Language Learners are assessed each spring on the NYSESLAT exam, and their proficiency levels are used to inform student programming and intervention services. For incoming students without a previous NYSESLAT score, the LAB-R diagnostic is the primary source of data, and LAB-R scores are used when creating heterogeneous and homogenous small instructional groups (especially in Kindergarten). All ELLs benefit from the instruction of ESL-licensed cluster teachers as well as differentiated groupings to facilitate learning with their classroom teacher. Students in need of more support are assigned to ESL AIS groups to further develop oral language proficiency, and work daily in small groups facilitated by ESL push-in teachers. ESL teachers monitor and record ELLs' progress on an ongoing basis with the use of rubrics, checklists, and conference notes.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL teachers participate in common planning and all curriculum development meetings, and consult with classroom teachers on a regular basis. In addition, TALES has regular professional development sessions related to ESL topics, such as the SIOP model and the WIDA. Finally, since the majority of our ELLs speak Mandarin Chinese as a first language, the TALES ELA curriculum explicitly addresses certain grammar issues (such as plurals and gender pronouns) commonly exhibited by native speakers of Chinese.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL programs is monitored through literacy assessment data, LAB-R and NYSESLAT scores, in-house end-of-unit assessments, and informal classroom assessments. Since students usually need a minimum of three to five years to become fully proficient in a second language, our goal is to achieve significant student progress on a year to year basis, as measured by the various assessments used at the school.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Our ESL coordinator, Rebecca Kaizerman, organizes and oversees the ELL intake process. HLIS forms are given out at registration, and while every attempt is made to give parents a form in their home language when possible, English forms are given to those parents who specifically request them. A certified pedagogue is available to answer questions and interview parents, to ensure that all parts of the HLIS form are correctly filled out, and that each form accurately portrays the student's home language status. Completed HLIS forms are analyzed by the ESL coordinator, to determine which students are eligible for LAB-R testing. All eligible students are tested within the first ten days of school, by a certified pedagogue from our out-of-classroom ESL team (Jacqueline Mark, Magda Kowalczyk, Maggie Stratigakos, and Jessica Zarian). All students who get a score of 26/40 or below are identified as English Language Learners and immediately placed on our ELL data spreadsheet, at which point they become participants in our school's Freestanding ESL program.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
All parents of newly-identified ELLs are invited to one of several scheduled parent orientations held to introduce the various types of services available to ELLs in New York City. The invitation and Entitlement Letter (Appendix C) is sent home in both English and the parent's native language. Parents are given a follow-up call one day after the invitations go out, and a reminder is sent home with all ELLs the day before the orientations. Since the majority of our ELLs come from homes where Chinese is spoken, two separate rooms are arranged for each orientation, one for Chinese speakers and one for speakers of other languages.
Parents view the DOE's Parent Orientation Video, in their native language when possible, explaining the three types of programs available for ELLs (Transitional Bilingual Education, Dual Language Education, and Freestanding ESL). Parents are also provided with a copy of the Guide for Parents of English Language Learners, again in their native language when available.
In addition to the certified ESL pedagogues who conduct the orientations, all parent orientations are also attended by bilingual staff members, in case parents have specific questions not answered in the video or the pamphlet. Parents are also informed that although our school does not currently offer dual language or bilingual programs, if enough parents on two contiguous grades (and who speak the same home language) indicate a preference of TBE or DL on their Parent Selection form, the school will look into providing such a program for future ELLs. Each student's parent then fills out a Parent Survey and Selection form (Appendix D) to denote their formal choice of English language services for their child.
Parents who do not attend one of the several scheduled orientation meetings are contacted by our parent coordinator or a bilingual school aide. These parents make an appointment to view the video in the parent coordinator's office, after which they meet with the ESL coordinator, who answers any questions before the parents fill out the Parent Survey and Program Selection Form.
Parents who indicate a program choice not offered at our school (currently TBE and DL) are informed that they have the right to transfer their child to a school where such a program is available. To date, all parents presented with this choice have elected to remain at PS 244. Should a previously-unavailable program become available, we can use our in-house records (the ELL data spreadsheet and photocopied Program Selection forms) to easily identify those parents who have expressed interest in such a program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
During the first week of every school year, the ESL coordinator analyzes the RLAT report in ATS, to determine which students will remain in ESL for the school year and which students are transitioning out of ESL due to proficient scores on the NYSESLAT. Students who attained proficiency on the previous spring's NYSESLAT are sent a Non-entitlement/Transition letter (Appendix H), and students who remain eligible for ESL services are sent a Continued Entitlement letter (Appendix G). All correspondence is printed out in both English and the student's native language, and is put directly into student take-home folders by a member of the out-of-classroom ESL team. Each time a piece of correspondence is sent to an ELL's parent, the date and type is noted on the in-house ELL data spreadsheet. During LAB-R testing, students who achieve a score of 27/40 or above are sent a Non-Entitlement letter (Appendix

E); at the end of LAB-R testing, all students who achieve a score of 26/40 or below are sent an Entitlement letter (Appendix C) a few days before new parent orientations are scheduled to begin.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

All program choices of ELL parents are entered both into the ELPC report and our in-house ELL data spreadsheet, and parent choices are reviewed and discussed when deciding how to best service our school's ELLs. The ELPC screen is updated after each parent orientation, and the ELPC screen is completed for all students eligible for LAB-R testing no later than 20 days after all students have been tested. Parents are notified of their child's placement in a Freestanding ESL program via a Placement Letter (Appendix F) sent home in both English and the parents' home language. Up until now, the majority of our parents have chosen a Freestanding ESL program, which is therefore the only program we currently have in place for servicing ELLs. Ongoing discussions with members of the parent community will also be used when deciding on service for future ELLs.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) ELLs are TALES are serviced with a combination of push-in/co-teaching and content classes taught using ESL methodologies. Push-in teachers spend one period per day in each class where they are assigned; half of the period is devoted to small group work, and the other half is a whole-class lesson focusing on oral language, vocabulary, grammar, or a combination of the three. Additionally, three content-based cluster positions (Language through Movement, Language through Music, and Language through Science) are taught by ESL-certified pedagogues, who incorporate ESL strategies throughout their lessons.
 - b) All students at TALES remain with their classes for the entire day, and groupings are heterogeneous. Therefore, ESL methodologies are used to teach all students at various times of the day (both through whole-group push-in and content cluster classes), while small-group activities focused on language acquisition provide time for ELLs to practice new skills with teachers and peers. The combination of whole-class and small-group language instruction allows us to ensure that proficient ELLs continue to receive essential language instruction even after passing the LAB-R or NYSESLAT.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All ELLs receive more than the federally-mandated amount of time for ESL service (180 minutes per week for advanced students, and 360 minutes per week for beginning and intermediate students). This is achieved through the combination of push-in and content instruction by ESL-certified pedagogues. Additionally, three of the teachers at our school have both common branch and ESL certification, and the ELLs in those exceed the federally-mandated weekly minutes of instruction by an even greater amount.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our instructional model at TALES is a Freestanding ESL program. Our students are exposed to ESL methodologies by push-in instructors, who teach both small-group and whole-group lessons, and through content-based cluster positions taught by ESL-certified pedagogues (Language through Movement, Language through Music, and Language through Science). Although all instruction takes place in English, our ESL teachers support students in their native language whenever possible. ESL, cluster, and classroom teachers use Total Physical Response (TPR), songs, manipulatives, visuals, and hands-on and cooperative learning to integrate authentic language use across the four language modalities each day. ESL instruction is enhanced by the use of SmartBoards and a voice amplification systems, found in every classroom. All ELA and Math unit plans are created in-house, in consultation with ESL teachers and specialists, and are all aligned with the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In order to ensure that all ELLs are appropriately evaluated, including those with minimal English skills, TALES relies on its multi-lingual staff, which includes speakers of Mandarin, Spanish, Hindi, Bengali, Telugu, French, Greek, and German. Students whose English skills are not yet sufficient to provide evidence of learning can meet informally with one of the bilingual staff members at the teacher's request.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The speaking and listening skills of ELLs are formally evaluated at the beginning and end of the school year using the WIDA diagnostic system, with an informal mid-year evaluation to track progress. Reading and writing skills are assessed throughout the year using the DRA and age-appropriate end-of-unit rubrics. Moreover, in certain units that lend themselves to expressive language (e.g., storytelling), speaking and listening skills are evaluated in the end-of-unit rubrics.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

- 7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL students with disabilities are exposed to many of the same teaching methodologies as general education students, while also accounting for differentiated levels of instruction necessary to address the SWD population. Among the strategies and materials used are: Total Physical Response (TPR), visuals and gestures, manipulatives, repetition and language modification, songs and charts, turn-and-talk, and direct instruction of vocabulary and lexical language objectives. Grade-level materials for providing both academic content and accelerating English language development include: On Our Way to English guided reading materials, an extensive listening library, VoiceThread, BookFlix, Learning A-Z, vocabulary and phonics instructional tools, and content-area SmartBoard resources.

- 8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL students with disabilities are mainstreamed into general education classes for 20% of each school day. They are integrated into general education classes for content education (science, movement, music), which provides these students with a variety of peer models in a less restrictive environment. ELL-SWDs are integrated into mainstream classes for an additional period each day, and every effort is made for them to push in during times that will maximize their opportunities for oral interactions with peers (e.g., playtime in the lower grades, project time in the upper grades).

Courses Taught in Languages Other than English ⓘ

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

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

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

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

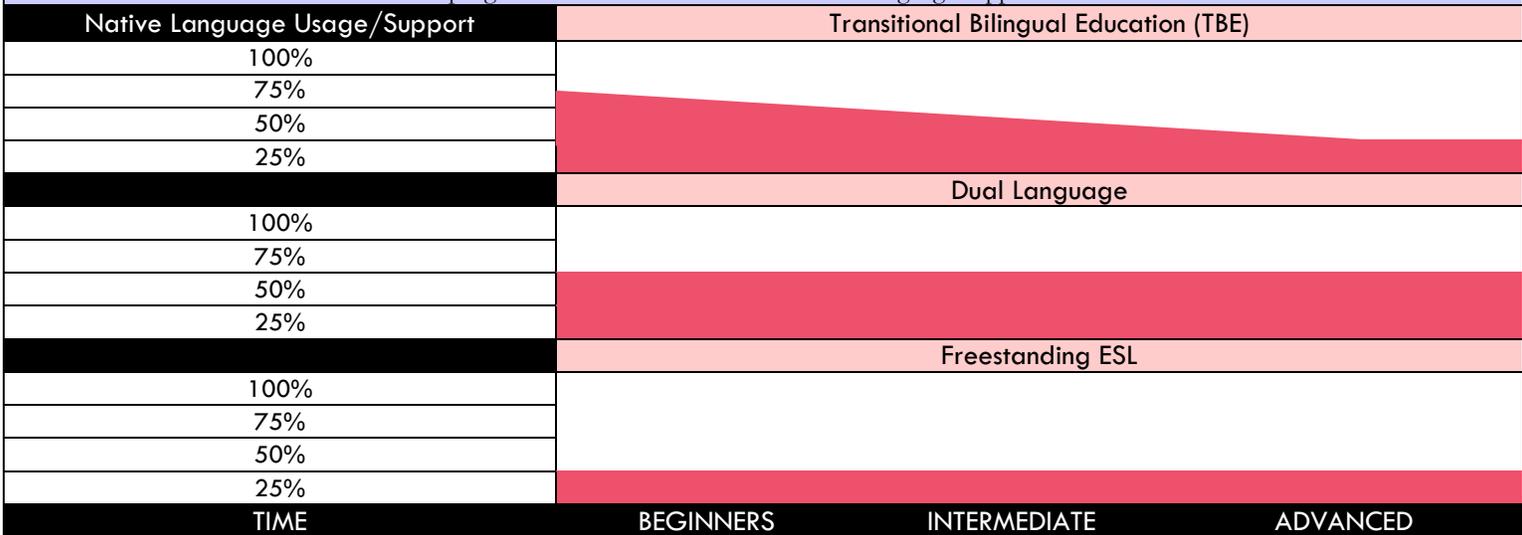
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

TALES employs a push-in ESL model, in which teachers split their time between intensive small-group sessions and whole group language instruction. All ELLs are exposed to the language curriculum through whole-group activities, but those students with greater language needs receive extra small-group intervention. ELLs receive extra targeted interventions for ELA during morning Academic Intervention Services (AIS), Extended Day after-school instruction, or both. We also use the Fountas & Pinnell word study programs to promote vocabulary and language development. Several ESL students also receive SETTS services from an outside contractor, in order to bolster their academic progress.

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

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

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

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

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

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

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

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

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

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

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

To promote participation of ELLs in all school programs, all notices are sent home in both English and Chinese, the latter being the home language of the vast majority of our ELLs. In addition, parents of ELLs who do not respond to written invitations for intervention or enrichment activities are contacted by phone in their native language, to ensure maximum participation of students in our school programs.

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

As already mentioned, ESL methodologies are included throughout the curriculum, in all classes and content areas. Math instruction for ELLs is supported through the Think Central system of Singapore Math, which provides SmartBoard resources to visually support

student learning. Children spend all day in a literacy-rich environment, supported by organized classroom libraries, guided reading selections, take-home books, and listening libraries. Voice amplification systems in every room ensure that all ELLs have access to teacher modeling of language structures. SmartBoards have now been installed in all rooms, both to enhance content instruction and to provide supplemental support to ELLs through pictures, animated visuals, and videos. The school has software and website subscriptions to Bookflix, Raz Kids, Teaching A-Z, Starfall, Time for Kids online, etc.

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

Because our ELLs are currently serviced through a Freestanding ESL program, no official instruction takes place in English, though when possible informal L1 support is informally used to both promote comprehension and accelerate the English acquisition process. Almost all of our Beginning ELLs are in Kindergarten and are speakers of Mandarin, and since our Kindergarten push-in ESL teacher is fluent in Mandarin, L1 support is frequently used to scaffold learning for Kindergarteners. Additionally, because the vast majority of our ELLs speak Chinese at home, all school-wide notices are translated into Chinese, and our parent coordinator is available to provide translation support to ELLs and parents of ELLs who speak Hindi, Bengali, or Telugu. Finally, bilingual books with Chinese or Spanish components are available from a lending library in the parent coordinator's office.

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

All support services and resources are age-appropriate, except in the case of holdovers and special education students whose grade does not respond to the grade in which they are placed. At our school, a student's grade generally determines the primary focus of ESL instruction. Because our beginning ELLs are concentrated almost exclusively in Kindergarten, the Kindergarten ESL curriculum focuses heavily on oral and aural BICS (Basic Interpersonal Communication Skills). As ELLs advance into the upper grades, more elements of literacy are brought into the curriculum. However, since some of our longer-term ELLs have actually attained proficiency on the R/W modalities of the NYSESLAT, the upper grade ESL curriculum also addresses students' oral expression and fluency in English.

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1) TALES has made a concerted effort to train all staff in ESL methodologies across the four modalities of speaking, listening, reading, and writing. Push-in ESL teachers participate in the common planning meetings of the grade(s) they service, in order to maintain an ELL-oriented focus when reviewing, critiquing, and rewriting the curriculum. A full day of SLOP training was provided to teachers in spring of 2013, and arrangements are being made for subsequent training sessions at our school. Moreover, an ESL consultant has been hired to provide staff development on ESL strategies and curriculum writing. ESL teachers have also attended numerous professional development sessions outside of school. Among the PD sessions already planned for this year are SLOP model training (12/2 and 12/9), a workshop about implementing the WIDA on 11/25, and three sessions with our ESL consultant on 1/15, 2/5, and 3/26 (specific topics TBD). All PDs for the school year are listed below in item 4, though some do not yet have a scheduled meeting time.

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) TALES has made a strong commitment to parent involvement at the school. To promote maximum attendance at school functions, all documents are translated into Chinese, which is the home language of the vast majority of our students. One of our school aides is fluent in Mandarin Chinese, and she is always available to help Chinese-speaking parents who come to the main office. In addition, our ESL coordinator and assistant principal are both fluent in Mandarin Chinese, and are able to provide translation support for conferences, parent meetings, and other issues dealt with outside of the main office. Our SBST team also has three members who are fluent in Mandarin, and they are able to provide translation support at IEP meetings. Moreover, most of the other languages spoken in our students' homes are spoken by at least one staff member, so non-Chinese parents can also receive bilingual support from TALES staff. In the rare cases when neither a written nor oral translation is available for a non-English-speaking parent, the school utilizes the NYCDOE's Translation and Interpretation unit.

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

2) Since its inception in 2008, our school has partnered with the Chinese American Parents' Association (CAPA), which has been instrumental in providing the school and its families with external resources. CAPA is a well-known and trusted provider of support, having been active in the community for over 20 years. TALES is also currently partnered with Modern Chinese, another program that provides after-school classes and support to students at our school. The Tzu Hang Chinese School also provides heritage language classes on the weekends. These community-based associations have many different activities to foster personal growth and academic achievement, such as homework help, visual arts, performance art, dancing, music, sportsmanship, and keyboarding.

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

4) TALES regularly holds parent workshops to teach parents about nutrition, parenting, and how they can support their children's academic progress. Additionally, the PTA schedules workshops about health care and hygiene, home ownership, fitness and nutrition, reading strategies, and other topics of interest to parents. Moreover, because of parent demand, we are looking into providing adult ESL classes? Finally, because a large percentage of our parents speak Chinese, all workshops are attended by a bilingual staff member to translate.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Active Learning Elem Schoo

School DBN: 25Q244

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Groff	Principal		12/13/13
Tu Harris	Assistant Principal		12/13/13
Lalita Kovvuri	Parent Coordinator		12/13/13
Rebecca Kaizerman	ESL Teacher		12/13/13
Karen Lee	Parent		12/13/13
Jacqueline Mark / Science+ESL	Teacher/Subject Area		12/13/13
Magda Kowalczyk / SS+ESL	Teacher/Subject Area		12/13/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 535 Network: CEI-PEA

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 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: P.S. 244	DBN: 25Q244
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 243
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 6
of content area teachers: 6

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 244 will offer supplemental language development after school programs consisting of ninety minute sessions on Wednesdays, and Thursdays. After school programs for all grades will commence during the week of November 5. Teachers holding ESL and dual certification in ESL and general education will be given preference when considering service providers and qualifications. The after school programs will be taught in English by at least six teachers who hold ESL or ESL and general education dual certifications. The program will target at least 70 of our struggling English Language Learners. A supervisor will be hired for the language development after-school program since there are no other programs running concurrently.

Students selected for the after school programs will be divided into groups based on academic need, interest, teacher speciality and level of English proficiency as demonstrated on the Spring 2014 NYSESLAT. Each teacher will focus on listening/ speaking/ reading and writing standards through a different theme with his/her students; such as science, music, visual arts, health and nutrition, cooking and technology. This wide range of academic topics offered will help English Language Learners in the following ways: they will be exposed to numerous themes of interest; they may extend their learning in the classroom with extracurricular projects; through a wide range of readings and topics they will be exposed to an increased number of content area vocabulary words and they will receive opportunities to hear and practice new vocabulary words and language structures in a small-group setting. Each theme will be focused on projects and intervention services which will allow ELLs to fully immerse themselves in various language activities and modalities.

60% of Title III funding will be set aside to pay ESL teachers for the duration of the language development after-school program which will run through May.

10% of Title III funding will be set aside to use towards acquiring ESL specific Thinking Maps PD through A Path to Proficiency training program.

10% of Title III funding will be used for parent engagement to supplement Title I parent engagement funding in order to purchase Cool Culture passes for families.

There will also be 20% set aside to bring in outside organizations such as the Chinese Cultural Center and Music for Many to provide culturally relevant performances, shows and opportunities for conversations

Part B: Direct Instruction Supplemental Program Information

for students. A small portion of this money will also be used to purchase materials such as cooking supplies and theme appropriate books for the language development after-school program.

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

Part C: Professional Development

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: Professional Development is an integral part of teacher growth. As such, all teachers receive professional development on a regular basis. ESL instructional strategies are covered directly through focused workshops or as a part of topics dealing with other instructional areas. All after school professional development sessions on site are on Mondays for 80 minutes.

Lisa Dellamora will be with us at minimum of 8 times throughout the year to lead the school in Thinking Maps training. This has direct application to ESL strategies and will also lead us to have more teachers trained in the ESL path to proficiency program. That will enable us to use a train the trainers type model. Teachers trained in ESL path to proficiency training will come back and turnkey information in PD sessions with the entire staff. To date, we have 3 teachers and our Assistant Principal trained in these methods.

We also have Janan Hamm (Math in the City certified instructor) conducting at minimum 15 days of professional development throughout the year to help us develop a more thinking math curriculum and opportunities for talk through a math congress and building more conceptual understanding for students in math. Additional professional development sessions that we expect to cover this year include but are not limited to developing questioning and discussion, building oral language and grammar, various methods of building vocabulary.

In addition, once a month, we will have teacher interest based book clubs which are ESL relevant. Currently, 6 teachers are engaged in an ESL book club and other relevant clubs include, student projects/ Renzulli model learning, Fluency, Literacy Centers and Intervention strategies.

Examples of additional upcoming PD sessions include but are not limited to: Curriculum planning, creating ESL friendly rubrics, giving feedback to students, families and each other (this will extend over at least 8 sessions. The majority of these sessions will be lead by the principal or assistant principal. Additionally, some teachers with ESL backgrounds will be co-leading the workshops.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

- Reading at home with your child, Nutrition at home, Cool culture workshop, Completing homework, Reading aloud with your child at home, How to do Thinking Maps, Math games, Family crafts, Cooking with your kids, Writing strategies and solutions. Multiple other parent workshops are being planned by teachers and we will be having other activities including but not limited to concerts, family dinner nights, yoga nights, movie nights, visual arts student work shows, writing celebrations and multiple festivals.

All of our parent workshops last between 45 minutes and 1 hour. All materials are translated into Mandarin, the language spoken by the majority of our students families. Also, new this year is the use of the School messenger system which can translate phone messages to families for notices of workshops and other activities.

Part E: Budget

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

Allocation Amount: \$0

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 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	_____	_____

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		