

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

28Q144

School Name:

P.S. 144 COL JEROMUS REMSEN

Principal:

REVA GLUCK SCHNEIDER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Colonel Jeromus Remsen School Number (DBN): 28Q144
Grades Served: Pre K-5
School Address: 93-02 69th Avenue Forest Hills , NY
Phone Number: 718-268-2775 Fax: 718-575-3734
School Contact Person: Reva Gluck-Schneider Email Address: Rglucks@schools.nyc.gov
Principal: Reva Gluck-Schneider
UFT Chapter Leader: Ryan Ferro
Parents' Association President: Shawn Grant
SLT Chairperson: Kristin Bulavinetz; Sandra Tharas
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 28 Superintendent: Mabel Muniz- Sarduy
Jamaica, NY 11435
Superintendent's Office Address: 90-27 Sutphin Blvd, Room 242
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: 718-557-2618 (O) Fax: 718-557-2623 (F)

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 8201 Rockaway Blvd. Queens NY 11416
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 9718-281-3259 Fax: 718-281-3509

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Reva Gluck-Schneider	*Principal or Designee	
Ryan Ferro	*UFT Chapter Leader or Designee	
Shawn Grant	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jackie Blanco	Member/ Paraprofessional	
Jennifer Guerra	Member/ Teacher	
Brad Lazarus	Member/ Teacher	
Kristen Bulavinetz	Member/ Teacher	
Debra Kessler	Member/ Teacher	
Jennifer Furman	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Swanson	Member/ Parent	
Frederick Yee	Member/ Parent	
Sandra Tharas	Member/ Parent	
Stella Xu	Member/ Parent	
Samantha Pujol	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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

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

Additionally, in order to align curriculum to the Common Core Learning Standards, our teaching staff and administrators have studied the Teachers College Unit plans and have begun to collaboratively use the tenets of backwards design. Teams look at the Standards, scope and sequence and essential questions.

2. Any special student populations and what their specific needs are.

To reach a variety of learners, ENL, Gifted, Special Education, we utilize multiple points of entry into each lesson planned. Teacher pedagogy is developed and we ensure that it is differentiated to enable all students to produce meaningful work products. In order to ensure the Common Core Learning Standards are infused throughout all lessons, curriculum mapping and planning are done with staff developers both in and out of the building. There are ample opportunities for the faculty to plan for higher order tasks with our Borough Math and ELA instructional teams in addition to our Staff Developer from Teachers College. To focus on college readiness, curricula have been aligned across grades and subject areas through inter-visitations, professional learning, common preps per grade, and vertical planning with teacher facilitators. Professional learning and Professional Collaboration time is used for planning and to analyze student work to drive future instruction.

For 2015-16 we are looking into new ways to increase our abilities to serve the hearts and minds of our children . Innovations include:

Mission Be is designed to create positive lasting cultural changes for children with the goal of building children's inner-resilience to trauma and stress, and supporting academic growth, social emotional literacy, drug prevention, nonviolence and the cultivation of compassion. We do this through our 10 week program:

- Core Curriculum (8 weeks of in school teaching 1x a week for 30 minutes)
- The Mindful Heroes Art Project (Week 9)
- Mindful School Assembly (Week 10) and:

Project Inquiry (Grade 4)

The main focus of Object Inquiry Learning is to enhance the observational and analytical skills of the students through objects, prints, paintings, maps, photographs and oral narratives. I use three main themes observation, classification (to compare similar objects) and interpretation. This is a hands on approach. Being able to use their senses to examine artifacts is such a great learning experience and ties directly with the new Common Core Standards and the Social Studies Scope and Sequence.

The partnership for next year is a 7 series program; Native American, Dutch New York, Colonial New York, Slavery in New York, New York and the Civil War and either Immigration or Westward Expansion and last visit is a present of the students project. I will be visiting each classroom once monthly. For each of my visits the students will be working in groups, either examining objects, prints, paintings photos or maps, with specialized work and presently their findings. Some of visits will include power point presentations. During the year students from each class will pick one of units as a project to be presented in June.

Units will be connected with visits to different cultural institutions.

3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year

We have made the most growth in these areas since our QR last year:

Indicator	Strengths	Growth Needed	What We have Accomplished since the QR as a Community
<p>Rigorous Instruction</p> <p>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</p>	<p>Some lesson showed great diversity in the methods used</p> <p>(tactile, visual, auditory) as well as a clear teaching point (whether written or said).</p>	<p>There wasn't enough proof that academic tasks were planned and refined using student work and data so that individual and groups of students, including the lowest- and highest-achieving students, ELLs, and SWDs, have access to the curricula and tasks and are cognitively engaged</p> <p>Students</p>	<p>Using Skedula and TC we have used pre tests in Math and On Demands in Writing to determine the lessons needed in a unit, ones to skip, who needs small group work and those who need enrichment. At the time of the QR Skedula was brand new to us. Now it is a best practice.</p>
<p>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the</p>	<p>Some classes really demonstrated small group work that was differentiated and engaging. The small groups were planned and or/immediate changes made once it was needed (after the mini lesson and try-it). Diane and Dusica had built in turn and talks that</p>	<p>Didn't see enough, student work products and discussions reflect high levels of student thinking, participation, and ownership</p> <p>Didn't see the majority of classrooms, teaching strategies (including questioning, scaffolds in English and/ or native language where appropriate, and routines) strategically provide multiple entry points</p>	<p>Using the above as well as the attached lesson planning guide, all classes plan for differentiated instruction in an intentional way, and are ready for the natural spontaneous kind of inquiry that will arise with our students. Using the DOK questioning stems as well as rubrics for discussion and student to student conversation the level of intersection and depth is a standard.</p>

<p>needs of all learners so that all students produce meaningful work products</p>	<p>they truly listened into fo the next part of the discussion. Lesley Doff had higher level questioning evident in the Socratic Circle</p>	<p>and high-quality supports and extensions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products</p> <p>(Not one Smart board was used, no differentiated entry points such as computer programs or other aides.)</p>	
<p>Rigorous Instruction and Collaborative Teachers</p> <p>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</p>	<p>RTI Team, Ms. Levenstein and Ms Mohan/Scancarello in particular has a note keeping strategy that allows for ongoing check-in and can readily see ONGOING growth.</p>	<p>Rubrics are not the same (some used a continuum not a rubric)</p> <p>Note taking not evident across the majority of classes- with dates and next steps</p> <p>Students couldn't speak to the rubrics and what it meant</p> <p>Students did not receive interim comments on their drafts with next steps</p>	<p>All Math rubrics and TC Rubrics are used across the school.</p> <p>Drafts not only have interim comments from teachers but from students as well. (This was evidenced in Mrs. Sarduy's walk through as well as the Principal Meeting at PS 144 Q in May 2105).</p>

Additionally:

- We continue to now have upper and lower grade teachers of science in order to provide students a hands-on approach to learning.
- All Social studies instruction has realigned to address the changes to the scope and sequence We have volunteered to pilot the new Social Studies Units, and Anna Commitante has told us we will be part of this.
- Teaching is differentiated to challenge all students, and enrichment is provided to all students, whether high performing, performing below standard level, English language learners, and special education students.
- We use many data sources, to drive instruction that is adaptive to meet student needs.

Our challenge based on 2014-15 scores is to keep challenging ourselves- against ourselves. As stated below, we are in the top 8% of the State, and above the City Averages in all subjects. However, we saw some slippage in ELA and Math scores which redoubles our efforts in Student to Student Conversation for the purposes of increasing proficiency in specific area to be discussed below.

28Q144 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	820	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		1.4%	% Attendance Rate	95.5%
% Free Lunch		19.9%	% Reduced Lunch	6.6%
% Limited English Proficient		5.2%	% Students with Disabilities	11.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	3.2%
% Hispanic or Latino		14.7%	% Asian or Native Hawaiian/Pacific Islander	36.5%
% White		37.5%	% Multi-Racial	7.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	6.67
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		62.4%	Mathematics Performance at levels 3 & 4	71.8%
Science Performance at levels 3 & 4 (4th Grade)		97.1%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward		X	Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

PS 144 Q will continue work in student to student conversation to help elaboration across all content areas remains a multi-year vertical goal. For the 2015-16 school year we analyzed the data from our New York State Results English Language Arts by comparing we our students with the rest of the city. We consistently rank above the city results, and are in the top 8% of the entire State of New York. However, we are in competition with ourselves, and need to address the areas that for us are lower than others. For us, this means that we need to have two cycles of Inquiry and work in the areas shown below:

ELA:

Grade 3	Grade 4	Grade 5
<p>Craft and Structure</p> <p>These students were in Grade 2 last year. We want to make certain that the struggles in this Standard that their predecessors showed is tackled early.</p>	<p>Craft and Structure</p> <p>(particularly Standards 4, 5, 6)</p> <p>Note that we are looking at the former Grade 3 Students and the present Grade 5 Students in order to serve the present Grade 4 Students.</p>	<p>Integration of Knowledge</p>
<p>Integration of Knowledge</p> <p>These students were in Grade 2 last year. We want to make certain that the struggles in this Standard that their predecessors showed is tackled early.</p>	<p>Integration of Knowledge</p> <p>(Based on the needs of the former Grade 4 Students we believe it is necessary to predict areas of concern).</p>	<p>Craft and Structure (particularly Standard 6,7,8)</p> <p>Note that we are looking at the former Grade 4 Students and the present Grade 6 Students needs in order to to serve the present Grade 5 Students.</p>

In Mathematics we need:

Grade 3	Grade 4	Grade 5
Number and Operations-NBT 3 Multiply one digit whole numbers	Constructed Response NBT 3	4.NF 4b Fractions
Constructed Response 3NBF (Fractions) 2a	Constructed Response 2NF 2a (Fractions)	4G.3 Geometry 5.G3 Geometry
These students were in Grade 2 last year. We want to make certain that the struggles in this Standard that their predecessors showed is tackled early.	(Based on the needs of the former Grade 4 Students we believe it is necessary to predict areas of concern).	Note that we are looking at the former Grade 4 Students and the present Grade 6 Students needs in order to to serve the present Grade 5 Students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of students will either be proficient or above or increase their proficiency in speaking and listening by one level by engaging in high quality discussions, exemplified by responding to and extending each others thinking and crafting questions to help each other deepen and elaborate their thinking, as measured by TCRWP (Teachers’ College) Common Core aligned listening and speaking rubrics.

	Goal	Progress Monitoring	How will the data be collected?	What did the data show?	Was the interim goal met? If no, how will the action plan be adjusted?
Rigorous Instruction	85% of students will either be proficient or above or increase their proficiency in speaking and listening by one level. Specifically,	TC speaking and listening checklists	Checklists to see level changes.	Data showed: Nearly all students made progress.	Yes

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will continue to use Action Plans, checklists, conference notes, and informal running records to assess students, provide feedback and next steps to individual students and groups of students to support their achievement. Teachers will also use the data from pre- and post- assessments(Go Math, TC Units) to identify and implement targeted instruction for students, creating multiple entry points into the curriculum, and supporting student growth towards increasing proficiency with the Common Core Learning</p>	<p>All students in K-5 with particular focus on students in grades 4 and 5.</p>	<p>2015-2016 school year Sept-June</p>	<p>Borough Math and ELA Developer, TC Developers, Borough Leadership, Teacher Leaders</p>
<p>Teachers will analyze student data to determine how students learn best, specifically Students with Disabilities and English Language Learners in order to modify lessons to include multiple means of representation, expression, and engagement. Teachers will work with the Literacy Staff Developer to plan for differentiated, rigorous instruction including enrichment and support for ELL students from grades 2-5 with early morning instruction.</p>	<p>Students with disabilities, English language learners, and other high-need student subgroups</p>	<p>2015-2016 school year Sept-June</p>	<p>Borough Math and ELA Developer, TC Developers, Borough Leadership, Teacher Leaders, AIS and RTI professionals</p>
<p>Parents will be given the tools to assist their children in meeting this goal through regular workshops and weekly parent engagement periods, as well as communication through various media</p>	<p>All families</p>	<p>2015-2016 school year Sept-June</p>	<p>Borough Math and ELA Developers, TC Developers, Parent Coordinator, Classroom Teachers, Out-of-Classroom Teachers, AIS and RTI professionals</p>
<p>All activities, as always, will continue to build a collaborative and trusting community through workshops, Tuesday Parent Meetings, and all other communications stated in number 3.</p>	<p>Entire school Entire School</p>	<p>2015-2016 school year 2015-2016</p>	<p>All members of the community All members of the community</p>

Trust: Transparency across all of the work that we do parents and students in grades K- to monitor student progress		school year Sept-June	
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Use of human resources such as teacher teams, peers, instructional coaches, and lead teachers for demonstration of modeling, developing norms and common language among teachers and students • Use of teacher framework resources such as The Danielson Framework • Scheduling of common preps for planning and student data analysis 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, students will be assessed using TC grade-level speaking and listening rubrics and checklists to determine progress of 50% toward speaking and listening goals in Math and ELA activities as been achieved. Our listening and ELA Math goals include self assessment of both the teacher and the by the students to address the content of the CCLS identified as needing strengthening.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

When reviewing the School Quality Snapshot, we identified that although our school environment has been highly rated in terms of parent and teacher satisfaction, we strive to increase that even further.

For the 2015-16 school year we look at the data from surveys distributed by the SLT and Principal. We determined that we will keep this goal and increase the number of parents and teachers who believe that they are satisfied with the the school environment by up to 10%.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to sustain our school’s approach to culture-building, discipline and social-emotional support that has produced a safe environment and inclusive culture,we will meaningfully involve teacher, parent and student voices in decision making to initiate guide and lead school improvement efforts so that by June 2016 there is an increase in Framework Element - Supportive Environment as it pertains to the School Snapshot.

	Goal	Progress Monitoring	How will the data be collected?	What did the data show?	Was the interim goal met? If no, how will the action plan be adjusted?
Supportive Environment	1% increase in the School Environment Category of the School Survey Framework Element - Supportive Environment?	Parent survey	Parent Survey back packed returned to the SLT Parents to count.	Data showed: Parents see progress.	Yes, and we choose to keep this as an ongoing goal.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
In school, high behavioral expectations will continue to be supported by character education programming and reward systems, with specific character traits identified monthly for recognition and discussion.	Entire School	2015-2016 school year Sept.-June	Classroom teachers, CARE (Come and Respect Everyone) Team
Social-emotional support will be provided by all school personnel, including peer workshops led by our guidance counselor for students identified as having non-academic struggles, and engagement between upper and lower grade students, such as our Reading Buddies program.	Entire School with specific help for SWD and other groups through workshops for parents and caregivers	2015-2016 school year Sept.- June	Classroom teachers, guidance counselor, SBST
Parent communication will continue through dissemination over various physical and online media, with translation when necessary, including PA meetings, parent coordinator workshops and learning opportunities, ELL weekend parent classes, quarterly newspapers, and regular email and web-based communication between the school and families	All families	2015-2016 school year Sept.-June	Parent coordinator classroom teachers, administration, parent association leaders
Frequent honest communication will sustain the culture of trust we have established. Through meetings (face to face) as well as surveys. As part of the survey process a February midpoint check-in will be sent to parents and teachers to assess their feeling of support.	Entire School	2015-2016 school year Sept-June	All personnel

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Professional development for all constituents 2. Parent workshops prepared and moderated by the parent coordinator and conducted by sources both within the building (e.g., SBST, guidance) and without (e.g., from DOE Central, BFSC, and other agencies).

3. Communication systems, including School Messenger and online services

4. Schedule adjustments

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Professional development for all constituents September-June

2. Parent workshops prepared and moderated by the parent coordinator and conducted by sources both within the building (e.g., SBST, guidance) and without (e.g., from DOE Central, BFSC, and other agencies).

3. Communication systems, including School Messenger and online services

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Through staff meetings, the teaching community determined that we need a coherent set of protocols for reviewing student work as well as rubrics and checklists that are vertically consistent. For the 2015-16 school year. We see this as multiyear goal and will continue it for the 2015-2016 School Year.

We will continue to work collaboratively on the growth we have made since the QR:

Using Skedula and TC we have used pre tests in Math and On Demands in Writing to determine the lessons needed in a unit, ones to skip, who needs small group work and those who need enrichment. At the time of the QR Skedula was brand new to us. Now it is a best practice.

Using the above as well as the attached lesson planning guide, all classes plan for differentiated instruction in an intentional way, and are ready for the natural spontaneous kind of inquiry that will arise with our students. Using the DOK questioning stems as well as rubrics for discussion and student to student conversation the level of intersection and depth is a standard,

All Math rubrics and TC Rubrics are used across the school.

Drafts not only have interim comments from teachers but from students as well. (This was evidenced in Mrs. Sarduy’s walk through as well as the Principal Meeting at PS 144 Q in May 2105).

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherence in writing instruction across classrooms, teacher teams will meet and use protocols for looking at student work for the purpose of determining next steps, and reflect on what has worked or needs revision. The use of checks for understanding, and rubrics, the impact of the teaching and learning will be assessed using TCRWP rubrics so that by June 2016 60 % of students will increase their writing proficiency by one level on pre and post assessments in the informational writing units. Midyear we discovered nearly all made progress, and now in June the data remains steady. This attention to earning together about protocols is a multiyear vertical goal.

	Goal	Progress Monitoring	How will the data be collected?	What did the data show?	Was the interim goal met? If no, how will the action plan be adjusted?
Collaborative Teachers	60 % of students will increase their writing proficiency by one level on pre and post assessments in the informational writing units	TC writing checklists	Checklist for pre and post unit. Teachers will turn in Student result by class.	Data showed: Nearly all students made progress.	Yes

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 			
In Monday afternoon sessions, we will include professional learning on protocols for looking at student work. Specifically making certain that our students with ENL needs , Gifted and Talented and Special Needs are considered in our protocols and action plans.	Teachers	2015-2016 Sept- June	Staff developers, teacher mentors and teacher leaders
All teachers will continue to work on reaching all students through regular ongoing professional learning and planning time. Professional learning will be provided through peer support, TCRWP staff development and Teacher Days, teacher initiated PL attendance and online.	Teachers and students	2015-2016 Sept- June	Staff developers, teacher mentors and teacher leaders

Parents will be invited to TC, Tuesday parent engagement, and parent coordinator workshops.	Families	2015-2016 Sept- June	Parent coordinator, TC and Borough staff developers,
The administrators and staff developers will support professional learning for all constituents through providing subs for attendance at PL sessions, the sessions themselves being offered and access to one on one assistance as needed or requested..	Whole community	2015-2016 Sept- June	Administration and staff developers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
4. Subs so we can attend Professional learning as provided by the DOE											
5. Budget to allow for Teachers to attend Calendar days at TC											
6. Subs so we can attend training											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February 2016 students will be assessed using TC grade-level writing checklists to determine 50% progress toward writing goals.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The school leader listens effectively to families, students, and the school community, proactively engages the school community around the school’s learning goals. Appropriately shares leadership with families, students, and community. Communicates with and engages the school community in system-wide initiatives and learning goals. Creates a school- wide culture in which all parties make themselves accessible and approachable to families, students, and community members. However, when reviewing the New York City School Survey, it was discovered that only 80% of teachers would strongly recommend their school to parents seeking a place for their child. It is our goal to increase teacher confidence in our school to allow them to identify the school as having an exceptional learning environment For the 2015-16 school year we look at the data from the New York City School Survey to determine if this goal has been met, and /or needs adjustment.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order communicate high expectations to all stake holders, school leaders will use evidence based systems to examine and improve individual and school wide practices in the critical areas of student achievement, curriculum and teacher practices, community/family engagement and student social/emotional developmental so that by June 2016 communication between teachers, parents and administration will improve as evidenced by a continued percentage increase on the NYC School Survey statement that parents would recommend the school to other parents seeking a place for their child.

	Goal	Progress Monitoring	How will the data be collected?	What did the data show?	Was the interim goal met? If no, how will the action plan be adjusted?
Effective School Leadership	10% increase on the NYC School Survey, “I would recommend my school to parents seeking a place for their child.”	School created survey	Survey was submitted to all teachers.	Results show of the 45 votes, 44 voted yes to making progress and 1 voted no.	Yes

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will be provided with all professional learning needs and supports needed to be successful. This will be determined through observation, and teacher request.</p>	<p>Teachers</p>	<p>2015-2016 school year Sept- June</p>	<p>Administration and Staff Developers</p>
<p>Our ELL instructors, AIS and RTI team will continue to attend professional learning provided by TC, the network, and DOE Central.</p>	<p>Teachers</p>	<p>2015-2016 school year Sept- June</p>	<p>Administration and TC and Borough staff developers, DOE Central</p>
<p>Parent communication will continue through dissemination over various physical and online media, with translation when necessary, including PA meetings, parent coordinator workshops and learning opportunities, ELL weekend parent classes, quarterly newspapers, and regular email and web- based communication between the school and families.</p>	<p>Families</p>	<p>2015-2016 school year</p>	<p>Administration and parent coordinator</p>
<p>Frequent honest communication will sustain the culture of trust we have established. Through meetings (face to face) as well as surveys. As part of the survey process a February midpoint check-in will be sent to parents and teachers to assess their feeling of support</p>	<p>All</p>	<p>2015-2016 school year Sept- June</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources;</p> <p>School messenger</p> <p>Sub Days</p>

Coverage for meetings will be used for ongoing communication of successes. Time for honest reflection will be provided through common preps, coverage for one-on-one meetings, contractual professional learning on Monday afternoons, and subs to attend PL as provided by the DOE and TCRW

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Regular check-ins (November, February, June) through one-on-one and staff meetings will quantify the to staff satisfaction about the learning environment . A survey will be administered to quantify satisfaction by asking the question: Are you satisfied with the learning environment?

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2014-2015 Quality Review report, the school’s strong partnerships with families have led to Sustainable, responsive approaches that result in parents having a heightened awareness of their role in supporting their children’s progress towards meeting the school’s high expectations. Students are prepared for the next level and have an increased sense of belonging and identification with their educational goals, which is leading to advancement of student achievement. However, When reviewing the New York City Learning Environment Survey, we noticed that 15% of parents felt that the school needs to better communicate what parents need to do to help prepare their children for college, career, and success in life after high school. We see this as a multiyear goal and will continue for the 2015-16 School Year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will offer 10% more parent workshops than in previous years. Parent responses to the NYC School Survey will reflect up to a 10% increase on the statements: "Helps keep my child on track for college and career and success in life after high school; and communicates to me and my child what we need to do prepare for college and career, and success in life after high school. We showed a 75% improvement in this area through surveys given to the parents in 2015. We will continue to make this a multiyear goal, keeping in mind that each year 100 or so children move to middle school, and as with this year, 175 brand new Kindergarteners entered PS 144, and 54 Pre- K students.

	Goal	Progress Monitoring	How will the data be collected?	What did the data show?	Was the interim goal met? If no, how will the action plan be adjusted?
Strong Family-Community Ties	Up to 10% increase on the statements: "Helps keep my child on track for college and career and success in life after high school: and "communicates to me and my child what we need to do to prepare	Monthly parent meetings	Parent email will be sent out to ask the question "Helps keep my child on track for college and career and success in life after high school: and "communicates to me and my child what we need to do	Data showed: 75 % of Parents see progress.	Yes

	my child for college and career, and success in life after high school		to prepare my child for college and career, and success in life after high school		
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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	
<p>The parent coordinator will facilitate additional workshops to increase awareness of the means for preparing their children for success at the nextlevel.</p>	<p>Parents</p>	<p>2015-2016 Sept-June</p>	<p>Parent coordinator, Borough Field Office developers</p>
<p>The school will keep parents abreast of citywide offerings in the area of helping keep children on track for college and career readiness.</p>	<p>Parents</p>	<p>2015-2016 Sept-June</p>	<p>Parent coordinator, Borough Field Office developers</p>
<p>The parent coordinator will increase parent participation by inviting parents across all communication channels and providing post-meeting documentation for families unable to attend workshops .</p>	<p>Parents</p>	<p>2015-2016 Sept-June</p>	<p>Parent Coordinator including teaching (with the help of our ENL and Special Educators) strategies that Parent may use to address the needs of students with disabilities, English language learners, and other groups.</p>
<p>In collaborating with all constituents, we will continue to build a common understanding of what children need to succeed at the next level.</p> <p>Trust: Transparency across all of the work that we do shared decision making with PA Executive</p>	<p>All</p>	<p>2015-2016 Sept-June 2015-2016 Sept-June</p>	<p>Administration Administration</p>

Committee and Parent Coordinator in planning workshops.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources we will use to create ongoing communication of successes and honest reflection as to what needs continued growth will be through:

1. Human resources such as our PA Presidents, Parent Coordinator PA members, School Staff, BFSC, Central, Superintendent, and Teacher's College Staff;

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The parent SLT members will survey families’ in October and in mid-year (February) and meet with parents monthly for face-to-face discussions. The results will be reported back to the SLT for reflection and implementation. We expect to see an increase in parent awareness on the resources available for College and Career Readiness here at school and in the DOE. This will be measured by the percentage of increase noted in the number of parents designating their awareness of resources.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.)
<p>English Language Arts (ELA)</p>	<p>ELA and Math State Tests, Teacher Data, such as running records, pre and post testing data in units of study.</p>	<p>RTI: Foundations. The program consists</p> <p>of: phonemic awareness; word analysis; prosody and comprehension; coordination of reading and spelling instruction; intensive, cumulative instruction; teaching for mastery</p> <p>LLI is designed to be used with small groups of students who need intensive support to achieve grade-level competency.</p> <p>Explicit attention to genre and to the features of nonfiction and fiction texts.</p> <p>Special attention to disciplinary reading, literature inquiry, and writing about reading.</p> <p>Specific work on sounds, letters, and words in activities designed to help students notice the details of written</p>	<p>small group, one on one</p>	<p>During the school day</p>

		language and learn how words "work." Close reading to deepen and expand comprehension.		
Mathematics	ELA and Math State Tests, Teacher Data, such as running records, pre and post testing data in units of study.	Math assistance designed for students having difficulty with understanding from simple to complex using GO MATH AIS materials	small group, one on one	During the school day
Science	ELA and Math State Tests, Teacher Data, such as running records, pre and post testing data in units of study.	Instruction on grade level conceptual and procedural expectations	small group, one on one	During the school day
Social Studies	ELA and Math State Tests, Teacher Data, such as running records, pre and post testing data in units of study.	Instruction on grade level conceptual expectations.	small group, one on one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP, Parent or Teacher recommendations	Services provided to assist children in understanding his/her school role and in achieving at his/her highest potential. Guidance Counselor runs a divorce group (Banana Splits); grief counseling family meetings; socialization group	small group, one on one	During the school day

Section 7: Title I Program Information

Directions:

- 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

- 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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school PS 144 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 144** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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) Template

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

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT

GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM 2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 28	Borough Queens	School Number 144
School Name PS 144 Jeromus Remsen		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Reva Gluck-Schneider	Assistant Principal Jennifer Lucadamo
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Kristina Dimaiuta	School Counselor Aimee Mizzi
Teacher/Subject Area Lydia Ra	Parent
Teacher/Subject Area Karin Vitellaro	Parent Coordinator Siobhan Kyne
Related-Service Provider Kristen Bulavinetz	Borough Field Support Center Staff Member
Superintendent Mabel Muniz-Sardy	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	825	Total number of ELLs	68	ELLs as share of total student population (%)	8.24%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	4
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	58		2	10		2				68
Total	58	0	2	10	0	2	0	0	0	68

Number of ELLs who have an alternate placement paraprofessional: ____

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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	2	4	1		1	2								10
Chinese	5	4	2	2	3	1								17
Russian	2	1	2	1	1	1								8
Bengali														0
Urdu	1	1												2
Arabic	1		2	1	1									5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	5	5	5	4	3	4								26
TOTAL	16	15	12	8	9	8	0	68						

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 NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	1		2										9
Emerging (Low Intermediate)	2	1	1		5									9
Transitioning (High Intermediate)	4	2	1	3										10
Expanding (Advanced)	4	5	6	1	1									17
Commanding (Proficient)		6	4	2	4	7								23
Total	16	15	12	8	10	7	0	68						

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		6	4	2	4	7								23

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3		3		2				8
4	3		2		2				7
5			2		1				3
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		6				7
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
US History and Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school’s instructional plan? Provide any quantitative data available to support your response.

Our school uses the TCRWP to assess the literary skills of all our students, including our ELLs. The students are assessed individually throughout the school year in order to determine their instructional reading level. During these assessments, the lower grade students are asked to read simple books and the upper grade students are asked to read aloud a number of different reading passages, in order to evaluate their decoding skills. Afterwards, the students answer questions, related to the books or passages, in order to determine their literal and inferential comprehension skills. After the completion of this assessment, the students are assigned a reading level, which is helpful for both them and their teachers when they select fiction and non fiction books to read during independent reading time. We also use computer programs called MYON and MindPlay where the students are automatically assessed on the computer program to help them progress in their literacy and comprehension skills. Teachers are able to connect to their account to choose books for them and review data to see where they are showing growth and where they are showing struggling.

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

The TCRWP Assessments and frequent reading conferences by the classroom and ENL teacher provide a great deal of information about the reading abilities and skills of their ELLs. This information will help all teachers individually and through collaboration (including ENL teacher, classroom teacher, science teacher, etc) to better differentiate instruction in the classroom. If a teacher has a

number of newcomer ELLs in the classroom, he/she will find the Read Aloud, Shared Reading and Guided reading strategies to be particularly useful with this group of students. A teacher with a number of intermediate ELLs will need to focus on vocabulary development. Non fiction reading presents a challenge to all ELLs because of the great number of vocabulary words.

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

In the lower grades we also use Foundations and the upper grades, Words Their Way as supplemental literacy components. These programs and assessments focus on the phonics components of the language. This is a strong foundation for ELLs and has proven to support the building of their language acquisition.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The Kindergarten children who were NYSITELL tested in Fall 2015 showed that seven students were at the entering or emerging level and need assistance in speaking and understanding English before they can begin to meet Common Core Standards in literacy. Our new first grade admits who took the NYSITELL scored at transitioning and our new second grade admits scored transitioning and expanding. An analysis of the data for our new third grade admits showed that two of the three scored at the entering level. Our two new fourth grade admits both scored emerging.

As for the NYSESLAT, 8 out of 12 first graders moved up at least one level, 2 of them being proficient and 1 of them moving from beginner to proficient. In second grade, 9 out of 9 students moved at least one level up with 3 becoming proficient. In third grade, 5 out of 5 students moved up at least one level, with 2 of them becoming proficient. One of the students who stayed the same received special education services in self contained class. In fourth grade, 5 out of 6 students moved at least one level with 3 becoming proficient. In fifth grade all 5 students moved up to become proficient.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data analysis for our first and second graders show that first and second graders need more support during reading and writing so they can develop better phonemic awareness and writing skills. Based on the AMAO tool there are three students at this grade level at risk and may need to be monitored for RTI services. The data for our third, fourth, and fifth graders indicate that after only two or three years in ENL, the children have learned speaking and understanding English at a proficient level, however, these students need extra assistance in vocabulary development, inferential comprehension skills, and test taking strategies. Based on the AMAO tool there are 15 students in third, fourth and fifth grade who are showing at risk. These at risk students are displaying that they received a 1 or 2 on the ELA exam and/or Math Exam for 1 or more years.

Using the data analysis and AMAO tools we can target the students depending on which content area or skill they are struggling with and need support. Many of these students have scored high on the NYSESLAT or scored proficient on the NYSESLAT but are still struggling in specific areas or not scoring beyond a 2 on ELA and/or Math state exams. This gives us better insight on where they need the extra support (vocabulary, comprehension, test taking skills, inferences, etc) which may not solely be an English deficiency. These scores help us to drive instruction in and out of the classroom through differentiating, creating small groups, and focusing on specific strategies.

Based on the AMAO tool our school also uses percentages and percentiles from previous years and determine future goals of passing rates. We also are able to target SIFE, long term ELLs, and ELLs who have been held over this way we can intervene and meet the needs of these students.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

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

level 1, two students scored at level 2 and three students scored at level 3. An analysis of the mathematics of our fifth grade students, who took the mathematics as fourth graders indicates that 2 students scored at level 1 and one student scored at level 2.

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

4b. The ELL Periodic Assessments were optional, and we do not plan to administer them to our ELLs during the 2015-2016 school year. Our school leadership and staff felt that these assessments were unnecessary, since the ELLs were already being assessed in literacy throughout the year using the Teachers College Assessments.

4c. After analyzing the data from the our periodic assessments, we have concluded that immersion in oral and written English accelerates proficiency in ELA and the content areas. In addition, the extra support provided by our RTI team and the Title III program has improved scores on the periodic assessments as well as on state standardized tests. Differentiated instruction in the classroom and scaffolds in our freestanding ESL/ENL program have also accelerated the development of oral and written language skills. At PS 144, the native language is used to provide "just right" books for children, who are in the pre-production stage of second language acquisition. Also, the native language is used to assess the child in the content areas of mathematics, science and social studies. State assessments in mathematics and science are available in other languages. If a standardized test has not been translated into a particular language, children who are literate in their native language are counseled to use foreign language dictionaries and/or glossaries provided by the Department of Education in the classroom. This process is initiated early in the school year, in order for the children to become accustomed to their usage during the administration of standardized tests. Finally, a bilingual staff member can provide an oral translation in the child's native language, if a written translation of a particular assessment is not available.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

At P.S. 144, we have an RTI support team and they work closely with the classroom teachers and the ESL/ENL teacher. First, the Home Language Identification Survey will let us know information that could influence the student's English language learning process. In addition, students will be assessed in their literacy skills to see if they are meeting grade level benchmarks. If an ELL student is flagged at risk where there is evidence and data showing that the student needs more than just English language interventions, they will follow the RTI framework. This may include differentiated groups in the classroom, implementation of new classroom strategies, or a push-in support. Students will first be considered for Tier 1 where the student receives core instructional support within the classroom setting with different strategies that the teacher may implement as well as progress monitoring. This could then possibly move to Tier 2 where the student receives targeted interventions where more specific support is needed to make progress. In our school this includes, SETSS in both literacy and math, a reading teacher/Certified Recovery Teacher & Reading Specialist who provides intervention services through a Leveled Literacy Intervention. Another intervention program targeted for reading that is used is called Great Leaps. If Tier 1 or Tier 2 are not sufficient enough, we may move the student into Tier 3 where it is a more intensive intervention with more individual support as well as progress monitoring. All of these supports will be delivered in coordination with language support serviced in ESL/ENL. Through collaboration, any interventions or strategies will be seen in different settings throughout the school day depending on where the student is.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The ESL/ENL teacher will first analyze the NYSITELL and NYSESLAT scores to determine their level. Using the data analysis, the ESL/ENL teacher will indicate which children will need more support in reading and writing, and speaking and listening. In addition, the teacher will collect data, and analyze formal, standardized assessments, and ongoing, informal classroom assessments to plan future lessons.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

At this time, our ESL/ENL teacher, the assistant principal or another trained pedagogue assists in completing the HLIS in English. This person is present with all parents during the HLIS completion, regardless of translation needs or dominant home language. If one question from part 1 questions 1-4 on the HLIS indicate that the student uses a language other than English or not English and two questions from part 1 questions 5-8 indicate that the student uses a language other than English or not English, the ESL/ENL teacher will interview the parent and student in their preferred language to determine the student's NYSITELL eligibility. NYSITELL eligibility is also determined through history of language use in previous schooling and any other documentation of student work. This will be done through the interview and informal assessment which may or may not result in NYSITELL eligibility. If a parent speaks another language, the teacher always administers the HLIS in the parent’s native language. At our school, the forms are readily available in Spanish, Chinese, Korean, Russian, French, Arabic, Urdu and Bengali, with other languages available on the DOE website. In the upcoming school year, the parents of all New York City students who attended a pre-kindergarten program under the DOE, will have to fill out a new Home Language Inventory Survey, (HLIS) upon their child's entrance to kindergarten following the same process as a new entry student. The school secretary then enters the child into ATS with the correct home language code. Then the ESL/ENL teacher will administer the NYSITELL within ten days of a new admission’s entrance into the NYC school system. If it is determined, through a child’s scores on the NYSITELL, that he/she does not require ESL/ENL services, a non-entitlement letter is sent home in English and in the parents’ native language informing them that their child is proficient in English within five days of determination. The administration of Spanish LAB for Spanish speaking ELLs will be administered by a certified bilingual education teacher in the building. All HLIS and entitlement/non-entitlement/continued entitlement letters are filed and filed in cumulative records. If the child does not pass the NYSITELL, the ESL/ENL teacher contacts the parent by telephone, e-mail, or by letter within those five days of a determination, informing them of their child's score and inviting them to view through DVD or online, the entitled Parent Orientation in English and their native language which happens at the ELL Parent Orientation also run by the ESL/ENL teacher (also taking place within the 10 days of enrollment.) At this meeting, the parent is given the Parent Selection form and survey in English and in their native language which needs to be filled out and returned within 5 days with a chosen program. There will also be discussion about the curriculum, standards, goals, and more information about the program(s). Within 20 days of enrollment, if there is a child who has an IEP and holds the possibility of not being to pass the NYSITELL/NYSESLAT due to other implications other than English based on the IEP, the student can be discussed at a meeting with the Language Proficiency to determine if he/she is not eligible to take the NYSITELL.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

At the time of the HLIS, if there seems to be an indication that the student has had interrupted formal education we will look further to determine if the student is SIFE within 30 days of enrollment. This student must show that they are a newly identified ELL, in grades 3-9 (3-5 in our school), and at entering or emerging level, then we will begin to pay close attention and assess this student as a possible SIFE. The ESL/ENL teacher would administer an oral interview with the student about past schooling and also by using on level type

literacy, reading & writing questions. Also, if there is any type of student work that we can look at and analyze to see previous schooling.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a student is a candidate for NYSITELL but has an IEP, the Language Proficiency Team (LPT) will determine if the student is eligible to take the NYSITELL. The LPT consists of a school administrator, a certified TESOL/Bilingual teacher, the RTI team, the student's parent/guardian and a translator when necessary. The LPT will thoroughly look at the language development of the child, the student's history of language use, any assessments that the student has taken, and all other information provided by the CSE. This will aid in determining if the student has new language acquisition needs or if the student's disability is a factor in demonstrating English proficiency. With this evidence, if the LPT decides that the student may have new language acquisition needs, then he or she will take the NYSITELL, otherwise further steps will be taken and the student will not test. In this case, if the principal accepts the recommendation, it is sent to the superintendent to make a final decision within 10 school days. The parent/guardian will then be notified within 3 school days after the final decision and given 20 days to accept or decline. The LPT NYSITELL Determination Form is completed and placed in the student's cumulative record.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the student's NYSITELL is scanned and scored, the ESL/ENL teacher is responsible for and will distribute entitlement and non-entitlement letters in both English and the parents' preferred language within 5 school days of results. Copies will be made and filed as well as filed in cumulative records. The ESL/ENL teacher keeps track of parents who have responded and accepted invitation for Parent Orientation. If they are unable to attend, a meeting is scheduled at a time that is good for the parent. After receiving Parent Survey and Program Selection Form, they have 5 days to complete it and send it back. After attempting to reach the parent in multiple ways (phone call, email, letters, etc.) parents will receive a letter indicating that their student was automatically put in the available program within the school (currently ESL/ENL at PS144).

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents have the right to appeal ELL status within 45 days of enrollment. They will be informed at the ELL Parent Orientation and then again through a letter home. Translators will be used and translations will be made in the native language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the beginning of the school year or starting in June of the previous school year, new admits, who are potential ELLs are identified through the HLIS, and then NYSITELL tested within five school days by the ESL/ENL teacher. As soon as testing and scoring are completed, parents of entitled ELLs are sent a Letter of Entitlement in English and in their native language, along with an invitation to attend a Parent Orientation meeting. Meetings are scheduled within the 10 school day of enrollment, at different times during the school day and in the evening, to accommodate working parents. The ESL/ENL teacher hands out parent guides to bilingual and ESL programs, which have been translated into a number of different languages such as Spanish, Chinese Russian & Arabic and an agenda. In addition, the parents view the DVD entitled Parent Orientation in English and in their native language, or watch it on-line. A question and answer period is provided at the end of each meeting. The Parent Coordinator, other multi-lingual staff members, and members of the Parents Association, who are bilingual, thus facilitating communication with the parents, attend these meetings. Finally, the Program Selection forms, which have been translated into a number of different languages, are distributed to parents, to be completed and signed at the in-school orientation and returned within five school days. New admits, who arrive later in the school year receive an individual orientation meeting, where they view the DVD/or watch it online and complete the Parent Survey forms. If parents have questions or concerns, only trained teachers or trained pedagogues respond to inquires related to types of programs for ELLs. For those parents who choose Dual Language or TBE, will be given the option of having the school contact ELLProgramTransfers to inquire information about where there are other schools in the surrounding area that hold the chosen type of program. Otherwise, they can stay in our school and choose to keep their child in our school's available program until there is an available program of their choice before. The ENL teacher will notify all parents with Dual Language and/or TBE as their choice before ENL if and when it becomes available.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

As soon as testing and scoring are completed, parents of entitled ELLs are sent a Letter of Entitlement in English and in their native language, along with an invitation to attend a Parent Orientation meeting. Meetings are scheduled within the 10 school day of enrollment, at different times during the school day and in the evening, to accommodate working parents. We generally have most families participating at our Parent Orientation meetings and the overwhelming majority of ELL parents complete and sign the Parent Survey Forms at these meetings. These completed forms are kept on file in the student's cumulative record. In addition, copies of HLIS, the entitlement letters, placement letters and letters of continued eligibility in English and the child's native language are

retained in cumulative records as well as copies in ESL/ENL's files. If a parent of a newly entitled ELL is unable to attend a Parent Orientation meeting, the ESL/ENL teacher and/or personnel from the District would contact the parent by telephone or e-mail, to try to have them to come to school to view the Parent Orientation DVD and complete the Parent Survey as soon as possible at their convenience. The Parent Survey and Program Selection form in English and preferred language is given directly to parents at the orientation and advised when the form needs to be filled out by. If parents do not complete paper work within five calendar days, the student will automatically be placed in Freestanding ESL/ENL (since our school does not apply for a bilingual setting or dual language class.). For those parents who choose Dual Language or TBE, will be given the option of having the school contact ELLProgramTransfers to inquire information about where there are other schools in the surrounding area that hold the chosen type of program. Otherwise, they can stay in our school and choose to keep their child in our school's available program until there is an available program of their choice before. Such program will be available if the appropriate amount of students with the same home language within 2 contiguous grades and want DL or TBE. The ENL teacher will notify all parents with Dual Language and/or TBE as their choice before ENL if and when it becomes available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL/ENL teacher makes sure to keep track and to contact and distribute Parent Surveys and Program Selection forms to all parents of ELLs. Checklists are made and surveys and forms are kept on file with the ESL/ENL teacher and also in the student's cumulative record. An attendance is taken at these parent orientations to help organize information and what parents came. If parents are not able to attend the parent orientation, other options and times are made available for parents to meet with ESL/ENL teacher.
9. Describe how your school ensures that placement parent notification letters are distributed. As soon as parent choice is entered as indicated, letters in English and the native language are distributed. Phone calls or emails will also be sent if needed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation for each child, including HLIS, entitlement/non-entitlement/continued entitlement letters, Parent Surveys, Program Selection Form and any other important documents pertaining to student are filed in cumulative records as well as a copy attained by the ESL/ENL teacher in student files.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. Students will be grouped into subgroups based on their grade level and the test grade bands. In addition, the special education students will be taking the NYSESLAT at a separate location, and accommodations will be made according to their needs. Testing times will be divided into subtests based on the three different sessions. The speaking subtest will be administered to students individually in a separate location from all other students. Each session of the NYSESLAT will be given over a few days based on a set schedule. Any students who are absent will have time during the testing window to do a make-up.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are distributed by the ESL/ENL teacher at the beginning of the school year to all students and parents in English and their native language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The ELLs at PS 144 speak more than one dozen languages and come from a variety of socio-economic backgrounds. Some of our ELLs come to the United States for job transfers, and plan to return to their native countries in three or four years. The parents are very anxious for their children to achieve proficiency in English, and always select a freestanding ESL program for their children. Over the past few years, the majority of our parents request freestanding ESL, where instruction is provided in English rather than Transitional Bilingual or Dual Language programs for their children. In 2014-2015, all the parents chose Freestanding ESL program. The ESL teacher, the administration and other staff members regularly review the Parent Survey and Program Selection forms to ensure that the parents' choices have been honored. In accordance with the Parent Selection forms, a freestanding ESL program is currently offered and will continue to be offered, by a certified ESL/ENL teacher.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
 - 1a. Currently for the 2015-2016 school year, the freestanding ENL program at PS 144 is a pull-out program with some push-in. The current ESL/ENL teacher holds both the TESOL license and Childhood Education 1-6 license whom can provide both standalone and integrated ENL. Based on student levels they are mandated the appropriate amount of integrated and stand alone time. ELLs at the entering level receive 180 minutes stand alone and 180 minutes integrated per week. ELLs at the emerging level receive 180 minutes integrated, 90 minutes stand alone, and 90 minutes of either stand alone or integrated per week. ELLs at the transitioning level receive 90 minutes integrated, and 90 minutes either stand alone or integrated per week. ELLs at the advanced level receive 90 minutes of integrated per week. ELLs at the commanding level (grades 1-5) receive 90 minutes of integrated per week. ELLs are usually divided equally among all the classes on a particular grade, rather than being concentrated in one classroom so the classroom teacher has more of an opportunity to provide additional support and differentiate instruction for these students. Also, we have many students who must be placed in specific classroom settings based on IEP or because they are in the Gifted and Talented program. The school secretary always tries to place an ELL in a classroom, where at least one other child speaks the same native language as the newly admitted ELL, and can serve as his/her buddy and translator. If a class holds a sufficient amount of ELLs the ESL/ENL will push into the classroom schedule permitting. Through all integrated ENL the ESL/ENL and classroom teacher collaboratively work together. At the present time, the ESL/ENL teacher offers most instruction to one or two grades simultaneously at heterogenous levels, in order to meet the CR Part 154 instructional mandates.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Currently for the 2015-2016 school year, our ESL/ENL teacher (who hold both TESOL and Childhood Ed. 1-6 licenses) ensures that all of our ELLs are fully served with the mandated number of minutes necessary for each proficiency level. Scheduling is based around each classroom schedule to make sure students are receiving services at the appropriate time. The school secretary consults often with the ESL/ENL teacher to make sure that all new admits are entered accurately on ATS and STARS.

Stand alone ESL/ENL as well as integrated ENL/ELA and other content areas occurs during these periods. In stand alone ENL, the emphasis is on the acquisition of social and academic vocabulary as well as any other English skills, taught through such ESL strategies as Total Physical Response, visuals, cooperative learning, the Language Experience Approach, songs, scaffolding, etc. In the integrated ENL Sheltered Instruction is the focus where ELA academic content is embedded in the lessons to align with what they are learning in the classroom based on the common core. All of our ELLs are expected to meet the new Common Core Standards. All of our ELLs are assessed in Language Arts after only one year of enrollment in an English language school system. They are also assessed through Go Math chapter assessments. The ESL/ENL teacher, along with the classroom teacher is devotes some time to test preparation, so that our ELLs can try to meet NYS standards in language arts and the content areas. The ESL/ENL teacher collaborates with the classroom teacher, so that all ELLs receive instruction in reading and writing during the stand alone and integrated periods.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. Instructional approaches such as Sheltered English during integrated ENL and an emphasis on vocabulary development are used to make the content areas of ELA, mathematics, social studies and science more comprehensible for the ELL. All lessons in both ENL and in the classroom follow the Common Core Standards. It is particularly important that our ELLs learn the appropriate mathematics vocabulary since the New York State Mathematics Assessment focuses on the children's ability to solve word problems. Our ELLs, who are literate in their native language are encouraged to keep dictionaries in English and in their native language at school for native language support. In addition, all ELLs, who speak Spanish, Chinese, Russian or Arabic are provided with glossaries with pertinent vocabulary in mathematics, social studies and science. Students are also encouraged to keep their L1 since it is proven that if they are strong in L1 they will be strong in L2. We also have books within our library as well as our reading program on the computer called Myon which contain books in multiple langauges. Thematic units that are pertinent to social studies and science are taught as well. The ESL/ENL teacher has a variety of non fiction books, written on a variety of reading levels in English, which are aligned with the social studies and science curriculum of different grades. The different units from Teachers College give our ELLs greater exposure to non fiction reading material. In addition, the requirement to produce informational reports also increases the development of academic vocabulary. It must be noted that the ability to comprehend non fiction

reading material and to write informational reports are included in the Common Core Standards adopted by New York State. Also, graphic organizers such as K-W-L Charts, Venn Diagrams, Thinking Maps where the children have to compare and contrast and organize information sequentially have been helpful in facilitating language development and making the content areas more comprehensible for ELLs. In addition, the Internet with its large collection of websites that rely on graphics and videos, has been very useful for extending knowledge of a particular content area. The ESL/ENL teacher collaborates with classroom teachers and the science teacher to provide extra support for science projects and social studies research reports. Support is provided by explanations in simpler language and adapting the requirements of a particular project to the ELL's oral and written language ability.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
As far as including the native language, our school has a site license with the on-line World Book Encyclopedia. An important feature of this website is instantaneous translation, in many different foreign languages, of many articles related to the various social studies and science curriculum areas. We also use a program called Myon which includes many books in multiple languages at the students' different reading levels.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ELLs are assessed throughout the year, along with their grade level peers using the Teacher's College Reading and Writing Assessments. In addition, students are also assessed in mathematics through Go Math chapter assessments.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Although there are no SIFE students currently registered at PS 144, we have devised a plan should the need arise. First, we would place the child in an age appropriate classroom, where he/she would be paired with a buddy who speaks his/her native language. Second, arrangements would be made to have a parent volunteer work with the SIFE child, on an individual basis. In addition, the SIFE child would receive additional support through ESL/ENL and additional academic intervention services, provided by a push-in certified teacher during the school day. Finally, the SIFE child would be eligible for the morning Title III program, a prescriptive technology program which provides extra assistance three mornings a week.
 - b. Our plan for newcomers includes placing the child in a classroom with a buddy who speaks the same language. More standalone ENL will be provided focusing explicitly on language and Basic Interpersonal Communication Skills (BICS). In addition, efforts will be made to secure a Parent Buddy, so that the parents of the newcomer would be able to familiarize themselves with the American educational system. All important school notices as well as report cards are offered in translated versions, that that newcomer parents can take an active role in their child's education. Translators will be provided at Parents Association meetings as well as at Parent Teacher Conferences. Newcomer ELLs in grades three through five, will be offered additional support through the Title III before school program. Finally, our newcomer ELLs, particularly those students who have been in the U.S. for only one year, will be given extra help in developing strategies for success on standardized tests.
 - c. Our plan for ELLs receiving services for 4 to 6 years would be to offer continued support during the school day through differentiated instruction, small group tutoring, and individual assistance. Extra support would also be provided before school with the Title III program. Educational research has shown that some ELLs require as much as seven years to achieve academic proficiency in English. Generally, if a child enters the New York City school as an ELL in kindergarten, and cannot pass the NYSESLAT in fifth grade, there is a strong possibility that the child may have some kind of learning problem. This student may be considered for RTI services.
 - d. After six years of instruction in an English language school system on the elementary level, these ELLs are generally proficient in speaking and understanding English, as measured by the NYSESLAT. Yet, these children still cannot meet the standards in reading and writing. At PS 144, the ESL/ENL teacher consults with the RTI team and the classroom teacher. A variety of pre-referral intervention strategies would be offered. If there was no improvement, the child will be at Tier 1. After a number of months, the PPT would decide if a referral to the Committee on Special Education for a bilingual evaluation would be warranted, to determine the possibility of a learning disability.
 - e. The former ELLs will receive testing accommodations, and receive extended time on standardized exams. In addition, former ELLs will take the exams in separate locations, and will be in a small group setting. They are allowed to use word for word translation bilingual dictionaries. They will now be able to receive 90 minutes of integrated ENL per week.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

For six to twelve months after a student has been re-identified as an ELL or non-ELL by the superintendent, the teachers who work with the student will maintain a portfolio which contains notes, work samples, informal and formal assessments, etc. This is then reviewed by the principal to ensure that the determination was appropriate. If the principal decides based on the portfolio that the student may have been adversely affected by the determination, the principal will provide additional support services to the student and reverse the determination with consultation from the superintendent.

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

All of our Special Education ELLs are expected to try and meet the NYS Standards in Language Arts and the content areas. Some of our special education ELLs in the past have had a severe disability and are considered to be NYSAA. Other ELLs-SWDs must take all NYS standardized tests in ELA, Math and Science. An examination of the data from the 2013 NYSESLAT for our special education ELLs indicates that more than 50% of them are proficient and advanced in listening and speaking skills. However, more than 75% of our special education ELLs are on a beginner or intermediate level for reading and writing skills.

One instructional strategy that we have found helpful, which is also in alignment with the Common Core Standards, is the focus on the development of Academic Language, specifically Tier 2 and Tier 3 Words. Another instructional strategy is the use of thinking maps, such as the tree map, the circle map and the brace map, since they help special education ELLs organize non-fiction material in a meaningful way. Finally, students are given opportunities to use technology in the classroom to build their English language development. The ESL/ENL classroom and special education classroom have extensive libraries of fiction and nonfiction material, on a variety of reading levels and subject matter, to encourage our special education ELLs during independent reading. The ESL/ENL teacher tries to focus on vocabulary development in the content areas of mathematics, science and social studies in order to make the language of grade level textbooks more comprehensible to these children. Finally, another instructional strategy is the placement of bilingual para-professionals to entitled special education ELLs. These para-professionals are fluent in the child's native language and often translate important information, which facilitates the child's comprehension of the curriculum, and help them try and meet the standards in literacy and the content areas.

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

Our ESL/ENL program at PS 144 is a freestanding program since there are only 3-14 students per grade, with not enough students with the same language within 2 consecutive grades to form a bilingual class. Two grades are seen simultaneously, and the ESL class is a mainstreaming experience for the special education ELLs, since they are grouped together by chronological age and by language ability with general education ELLs. Some of our special education ELLs are in self-contained classrooms, and the ESL/ENL class gives them an opportunity to function in a less restrictive environment. Our school uses the Readers and Writers Workshop Model which gives our special education ELLs the opportunity to read fiction and nonfiction texts on their instructional level, rather than their grade level.

Chart 5.1 **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart 5.2 **CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

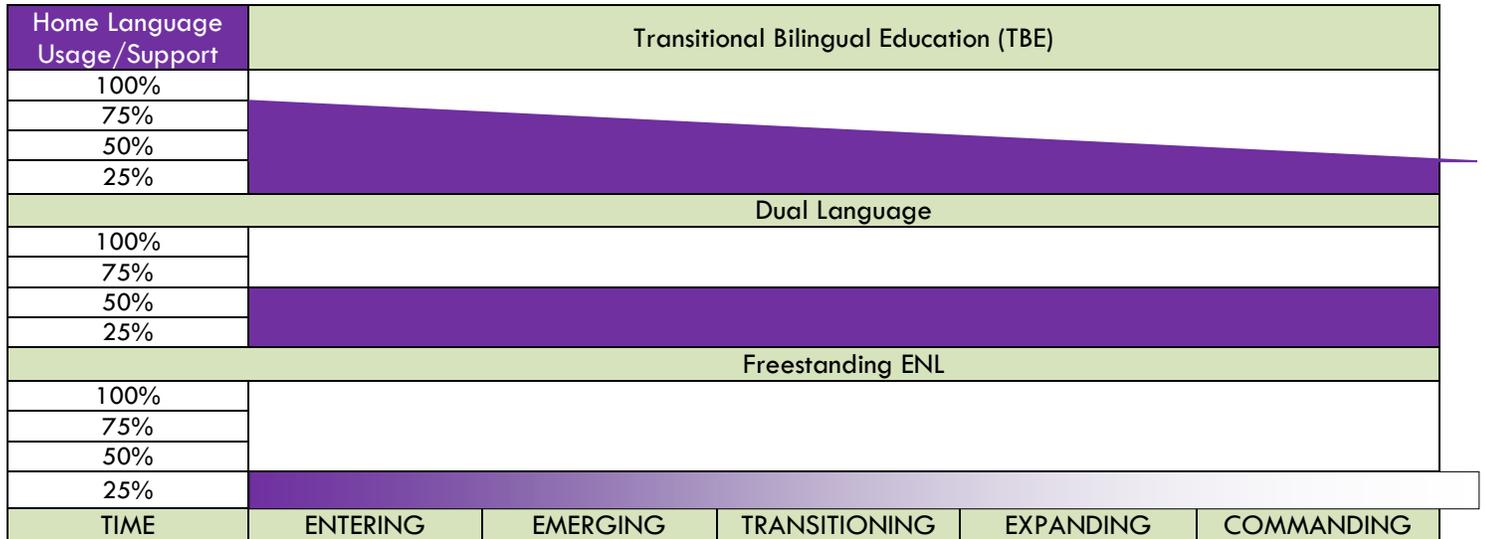


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our school has targeted different interventions for the various ELL subgroups. All struggling ELLs are provided with differentiation and/or scaffolding of topics. They are also considered for RTI services or additional interventions which will include close help given by an RTI teacher, reading specialist using Leveled Literacy Program, or Great Leaps. Next, our newcomer ELLs in the upper grades receive additional support in ELA through the before school Title III individual prescriptive program. Our long term general and special education ELLs receive extra help in literacy and math by a certified teacher, in a small group setting and pushing into the classroom during the day.

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

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

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

PS 144 is always continuing to upgrade our computers and printers in the classrooms which will familiarize our ELLs with different websites on the Internet, thereby increasing their language proficiency. Classrooms have recently been introduced to the use of IPADs, which will increase student learning. All classrooms have now had Smartboards and Smart Document Cameras installed. In spite of budget cutbacks, PS 144 will continue to maintain our art and science residencies, our Title III morning program, and our continued collaboration with Teachers College. In addition, teachers will continue to attend professional developments on the programs and teaching methods in our school.

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

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

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

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

A before school Title III program is offered to our upper grade ELLs and to new admits throughout the school year. This program uses technology and Leapfrog materials to improve listening and reading comprehension skills. Over the summer there is also a Title III program offered to students where they take trips and get to explore and have rich discussions about many different cultures.

As far as special programs for 2014-2015, P.S. 144 will again be the recipient of the New York State Council on the Arts Grant. This money provides us with a partnership with the Queens Museum of Art, which allows us to bring architecture and visual arts residencies into the classrooms. We also have our partnership with the Guggenheim Museum of Art. This unique residency, which lasts for twenty weeks, brings a teaching artist into all the third grade classrooms. The teaching artist develops unique art projects, in conjunction with the academic curriculum and current exhibitions at the museum. Finally, our ELLs will also benefit from other art residencies with such New York City cultural institutions as the American Ballroom Theatre. These residencies in the performing arts expose our children to music, dance and theatre and are especially beneficial to our ELLs, since they give them the opportunity to communicate, without having to use oral and/or written language. The ELLs can feel extremely successful in the arts, even though they may be struggling to meet academic standards in the classroom. Also, hands on science residencies are also provided and afford our ELLs another opportunity to demonstrate their scientific knowledge, even though they may face difficulties in learning the science curriculum.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Since P.S. 144 is a member of the Teachers College Reading and Writing Project, our major instructional materials are large collections of leveled libraries in each classroom. Through the use of these libraries of fiction and non fiction books, from Levels A through Q, the ELLs have an opportunity to improve their phonemic skills, increase their social and academic vocabulary, and develop reading fluency. Big Books are used during Shared Reading to develop vocabulary, improve reading fluency and increase reading comprehension. The ESL/ENL teacher also uses the Scott Foresman ESL Series as supplemental resource, to increase academic vocabulary, since it makes the content areas more meaningful for the English language learner. Foundations is also used in classrooms where there are tool kits to help students build their literacy skills. In addition, the ESL/ENL teacher uses test

preparation materials, specifically designed to familiarize children with the different components of the NYSESLAT. Finally, technology plays an important role in the classroom, the computer room and in the ESL/ENL room. Certain websites such as www.starfall.com and www.englishlistening.com are very helpful for our newcomers to develop phonemic skills. The website www.readwritethink.org is useful for our intermediate and advanced ELLs since it teaches them how to map a story, how characters develop and change in a story, and also how to write personal and persuasive essays. The Internet provides numerous websites for our ELLs to improve their listening and reading comprehension, and allows the classroom teacher to individualize instruction, particularly for the newly arrived ELL. There are also many websites with lots of pictures and videos, which enhance learning, particularly in the content areas such as Brain Pop which is a computer program that our school provides to aid students and teachers as well in their planning. Our school now uses another program called MYON where there is a huge source of books base on levels, topic, and genre accessible on the computer for students to read themselves or have read to them. Teachers are able to organize and choose books for individual students and/or groups if they choose too. Thinking maps such as the bubble map and double bubble map are helpful in analyzing characters in fiction books, while circle maps and tree maps are useful in understanding key concepts in non fiction books. Recently, all classrooms have had Smartboards and Smart Document Cameras installed which opens up a lot of options when it comes to differentiation, visuals and tactile interactions.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Different services, support and resources are targeted for different ages and grade levels. For example, all our struggling ELLs are considered for push-in intervention services and are given small group instruction and differentiated models of learning. All additional programs such as MYON, is designed to target all different types of learners at different reading levels to aid in reading, comprehension and vocabulary. In addition, we have different art residencies on each grade level. For example, our kindergarteners participate in a dance residency, the first graders are involved with a drama residency, the second graders create and produce plays with puppets, and our fourth graders are involved with a bookmaking residency, and finally our fifth graders are involved with a ballroom dancing residency. All of this exposure to the arts is very helpful to our ELLs, regardless of their language ability, since it offers them other ways, besides oral and written language, to communicate their ideas and feelings.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

There will be no formal services provided to newly enrolled ELLs prior to the opening of school in September, since our school does not offer summer school. However, the school secretary and our ESL/ENL teacher, try to inform the parents about the availability of ESL/ENL services in the building. Every attempt is made to provide a newcomer ELL with a classroom buddy, who speaks their native language. The ESL/ENL teacher enlists the aid of parents who speak the newcomers' language, in order to familiarize them with the American educational system and the community. During the previous school year, in June, the parent coordinator holds an orientation for all incoming parents of Kindergarteners where they are welcomed and given an overview of what is to come in Kindergarten. At this orientation the principal, nurse, and ESL/ENL teacher is also present to share information with the parents. Also during this month, an Open House is provided for incoming Kindergarten students where the children, including ELLs, get a chance to come in while a current Kindergarten class is being held so they can observe what takes place and what to expect in the classroom.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development for all personnel of ELLs is continually ongoing at P.S. 144. Our school schedule has been modified in order to allow time for classroom teachers to meet and plan with each other and with the ESL/ENL teacher with common preps and professional development time, to discuss how best to differentiate instruction for our ELLs. The ESL/ENL teacher meets with collaborating teachers and offers them helpful strategies in classroom and through the collaboration of both teachers. Suggestions are made to bilingual para-professionals about how to incorporate the use of the native language, in order to foster understanding of key concepts in mathematics, science and social studies. In addition, professional development is provided to these para-professionals on English phonics, morphology and syntax, and suggestions are also given on how to improve the decoding skills, vocabulary and comprehension of our special education ELLs. Professional development (15% of hours) is provided to all general and special education teachers, as well as content area teachers at monthly grade conferences. Our ESL/ENL teacher also attends workshops and professional developments (minimum of 50% of hours) offered outside of school, offered by DELLS where different strategies for ELLs are learned and then turn keys this information to the staff. There is also collaboration with other ESL/ENL teachers within the school district and community. Finally, our new teachers and any other teachers who would like, are always given the opportunity to observe, create together an ESL /ENL lesson, and/or watch a modeled lesson to incorporate differentiations and interventions for ELLs and further their understanding of the difficulties facing the English language learner.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
DELLSS offers many professional development for ESL/ENL teachers throughout the year that are attended. In addition, the ESL/ENL participates in the professional development offered at the school. Every month, the classroom teachers and ENL teachers meet with the staff developer from Teacher's College, Reading and Writing program. They meet as a grade with the staff developer to receive staff development support. This includes ELL strategies within the literacy lessons. The ESL/ENL teacher also participates in school wide professional development. Teachers are provided with trainings throughout the year in supporting all students as they engage in the Common Core Learning Standards. For example, teachers visit engageny.org which provides resources for teachers to use. The ENL teacher also provides turn keys for other teachers within the building and create professionally developments for them to receive providing strategies and information to help the ELL. Teachers also received professional development on Depth of Knowledge levels and Blooms Taxonomy, which will help teachers when planning lessons for all different learners, aligned with the Common Core Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor at P.S. 144 always meets with the guidance counselor at the middle school to discuss which ELLs will probably require services. We prepare them in self monitoring and independence and encourage them to bring with them techniques and strategies that they have developed in elementary school. We also continue to give parent support providing them resources for language support. Also, summer school is offered to our ELLs, as a way to improve their reading, writing and math skills.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All teachers will attend 13% ELL specific professional developments and ESL/ENL teachers will attend 50%, whether they be in-school and/or outside-school professional developments. Many of our newer staff members receive ESL/ENL training by attending workshops sponsored by Teachers College. The ELL population is targeted by scaffolding the different units of Readers and Writers Workshop. Each teacher receives a certificate from Teachers College after completion of the workshop. Other workshops are offered where the teachers are given strategies on how to differentiate instruction for all students including ELLs. All teachers and ENL teachers attend workshops offered through DELLS. The ESL/ENL teacher also provides turn keys and professional developments about ELLs for other teachers within the building. All ESL/ENL teachers will attend professional developments through opportunities offered by DELLS. This includes NYCDOE workshops or workshops from other sources. Some of these workshops will include all teachers, not just ESL/ENL. Many of our newer staff members receive ESL/ENL training by attending workshops sponsored by Teachers College. The ELL population is targeted by scaffolding the different units of Readers and Writers Workshop. Each teacher receives a certificate from Teachers College after completion of the workshop. Other workshops are given where the teachers are given strategies on how to differentiate instruction for all students and co-teach/collaborate with the ENL teacher. The ESL/ENL teacher also turn keys and provides workshops for teachers focusing on ELLs, how to support ELLs using different entry points and offer any resources throughout the year to help classroom teachers on how to build Academic Language for ELLs, and also how to expand their vocabulary from Basic Interpersonal Communication to Tier 2 and Tier 3 Words. This takes place during our afternoon PD time. At each PD or meeting, an agenda is given as an overview of what will be discussed, possible powerpoints, articles, worksheets and attendance taken.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Every week the teachers are given time to connect and meet with parents. This may be through in-person meetings, email, or phone calls, whichever is more convenient for the parents. Translators/translators are used when needed through the translation and interpretation unit or staff/volunteers within the school. This is a time to discuss the goals, progress, need support, assessments and development in language and content areas. A log is kept by the ESL/ENL teacher to make sure it is documented when these meetings take place and what it was about. A workshop is also given by the ESL/ENL teacher for parents before the NYSESLAT in the spring. This informs the parents and family on what to expect, how it affects their child, and how to help prepare for the upcoming exam. In addition, the ESL/ENL teacher is invited by other teachers to participate in their meetings with parents. Together they can meet with parents and share common thoughts and concerns of how we can all work together to help meet the needs of their child.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are an important part of the learning process, and parental involvement at P.S. 144 is encouraged in a friendly and nurturing environment. The ESL/ENL teacher always attends the spring and fall Kindergarten Orientation meetings in order to acquaint parents with our ESL/ENL program. As soon as children are identified as ELLs, their parents are invited to attend a Parent Orientation meeting, where they view a DVD in English and in their native language. At this meeting, parents are given information about state standards, city and state assessments, school expectations, and general program requirements. These Parent Orientation meetings are held at different times of the day, in order to accommodate working parents. If registration warrants it, additional orientation meetings will be scheduled throughout the school year.

Every week we are given time to connect with parents through email, phone, letters or in person meetings. Translators/translators are used when needed through the translation and interpretation unit or staff/volunteers within the school. This is a time to discuss the goals, progress, need support, assessments and development in language and content areas. A log is kept by the ESL/ENL teacher to make sure it is documented when these meetings take place and what it was about. A workshop is also given by the ESL/ENL teacher for parents before the NYSESLAT in the spring. This informs the parents and family on what to expect, how it affects their child, and how to help prepare for the upcoming exam. In addition, the ESL/ENL teacher is invited by other teachers to participate in their meetings with parents. Together they can meet with parents and share common thoughts and concerns of how we can all work together to help meet the needs of their child.

In addition, Parent Teacher conferences are scheduled during the year, in the afternoon and also in the evening.

Parents are always invited to attend school performances and multi-cultural holiday celebrations and Field Days.

Translators are available at parent conferences, workshops and Parent Association meetings. Important school notices, such as lunch forms and upcoming standardized tests, are sent home in a variety of different languages to accommodate our diverse school community.

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our Parent Coordinator has continued to secure a grant to teach parents of our ELLs an English language class on Saturday. This supports parents in the English language in order to help support their child's English language learning. Besides instructing parents on the rudiments of English, the Parent Coordinator and a certified teacher bring together parents with some of our better known New York City cultural institutions. We will continue this successful program for this school year. Our Parent Coordinator always informs our ELL parents of different multi-cultural events and workshops in the community in both English and their home languages. In addition, our School Based Support Team, our guidance counselor and our social worker maintain a list of agencies with a multi-lingual staff. These various agencies can provide counseling and/or guidance to families needing assistance with family problem.
5. How do you evaluate the needs of the parents?

We evaluate the needs of our ELL parents first during the Home Language Survey where a licensed pedagogue interviews the parent as well as the student. During this time we find out the preferred home language. We also evaluate informally through Parent Teacher Conferences, Workshops sponsored by the Parent Coordinator, communication with teachers & staff and Parent Association Meetings. The School Leadership Team evaluates their needs on a formal basis, by analyzing the results of the annual Public School Parent Survey, available in different native languages sponsored by the New York City Department of Education.

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

Part VI: LAP Assurances

School Name: P.S.144 Jeromus Remsen

School DBN: 28Q144

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Reva Gluck-Schneider	Principal		
Jennifer Lucadamo	Assistant Principal		
Sioghan Kyne	Parent Coordinator		
Kristina Dimaiuta	ENL/Bilingual Teacher		
	Parent		
Lydia Ra	Teacher/Subject Area		
arin Vitellaro	Teacher/Subject Area		
	Coach		
	Coach		
Aimee Mizzi	School Counselor		
Mabel Muniz-Sardy	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

C. School Information

District 28	Borough Queens	School Number 144
School Name PS 144 Jeromus Remsen		

D. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Reva Gluck-Schneider	Assistant Principal Jennifer Lucadamo
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Kristina Dimaiuta	School Counselor Aimee Mizzi
Teacher/Subject Area Lydia Ra	Parent
Teacher/Subject Area Karin Vitellaro	Parent Coordinator Siobhan Kyne
Related-Service Provider Kristen Bulavinetz	Borough Field Support Center Staff Member
Superintendent Mabel Muniz-Sardy	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	825	Total number of ELLs	68	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	4
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	58		2	10		2				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	2	4	1		1	2								0
Chinese	5	4	2	2	3	1								0
Russian	2	1	2	1	1	1								0
Bengali														0
Urdu	1	1												0
Arabic	1		2	1	1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	5	5	5	4	3	4								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	1		2										0
Emerging (Low Intermediate)	2	1	1		5									0
Transitioning (High Intermediate)	4	2	1	3										0
Expanding (Advanced)	4	5	6	1	1									0
Commanding (Proficient)		6	4	2	4	7								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		6	4	2	4	7								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3		3		2				0
4	3		2		2				0
5			2		1				0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		6				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

9. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Our school uses the TCRWP to assess the literary skills of all our students, including our ELLs. The students are assessed individually throughout the school year in order to determine their instructional reading level. During these assessments, the lower grade students are asked to read simple books and the upper grade students are asked to read aloud a number of different reading passages, in order to evaluate their decoding skills. Afterwards, the students answer questions, related to the books or passages, in order to determine their literal and inferential comprehension skills. After the completion of this assessment, the students are assigned a reading level, which is helpful for both them and their teachers when they select fiction and non fiction books to read during independent reading time. We also use computer programs called MYON and MindPlay where the students are automatically assessed on the computer program to help them progress in their literacy and comprehension skills. Teachers are able to connect to their account to choose books for them and review data to see where they are showing growth and where they are showing struggling.

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

The TCRWP Assessments and frequent reading conferences by the classroom and ENL teacher provide a great deal of information about the reading abilities and skills of their ELLs. This information will help all teachers individually and through collaboration

(including ENL teacher, classroom teacher, science teacher, etc) to better differentiate instruction in the classroom. If a teacher has a number of newcomer ELLs in the classroom, he/she will find the Read Aloud, Shared Reading and Guided reading strategies to be particularly useful with this group of students. A teacher with a number of intermediate ELLs will need to focus on vocabulary development. Non fiction reading presents a challenge to all ELLs because of the great number of vocabulary words.

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

In the lower grades we also use Foundations and the upper grades, Words Their Way as supplemental literacy components. These programs and assessments focus on the phonics components of the language. This is a strong foundation for ELLs and has proven to support the building of their language acquisition.

10. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The Kindergarten children who were NYSITELL tested in Fall 2015 showed that seven students were at the entering or emerging level and need assistance in speaking and understanding English before they can begin to meet Common Core Standards in literacy. Our new first grade admits who took the NYSITELL scored at transitioning and our new second grade admits scored transitioning and expanding. An analysis of the data for our new third grade admits showed that two of the three scored at the entering level. Our two new fourth grade admits both scored emerging.

As for the NYSESLAT, 8 out of 12 first graders moved up at least one level, 2 of them being proficient and 1 of them moving from beginner to proficient. In second grade, 9 out of 9 students moved at least one level up with 3 becoming proficient. In third grade, 5 out of 5 students moved up at least one level, with 2 of them becoming proficient. One of the students who stayed the same received special education services in self contained class. In fourth grade, 5 out of 6 students moved at least one level with 3 becoming proficient. In fifth grade all 5 students moved up to become proficient.

11. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data analysis for our first and second graders show that first and second graders need more support during reading and writing so they can develop better phonemic awareness and writing skills. Based on the AMAO tool there are three students at this grade level at risk and may need to be monitored for RTI services. The data for our third, fourth, and fifth graders indicate that after only two or three years in ENL, the children have learned speaking and understanding English at a proficient level, however, these students need extra assistance in vocabulary development, inferential comprehension skills, and test taking strategies. Based on the AMAO tool there are 15 students in third, fourth and fifth grade who are showing at risk. These at risk students are displaying that they received a 1 or 2 on the ELA exam and/or Math Exam for 1 or more years.

Using the data analysis and AMAO tools we can target the students depending on which content area or skill they are struggling with and need support. Many of these students have scored high on the NYSESLAT or scored proficient on the NYSESLAT but are still struggling in specific areas or not scoring beyond a 2 on ELA and/or Math state exams. This gives us better insight on where they need the extra support (vocabulary, comprehension, test taking skills, inferences, etc) which may not solely be an English deficiency. These scores help us to drive instruction in and out of the classroom through differentiating, creating small groups, and focusing on specific strategies.

Based on the AMAO tool our school also uses percentages and percentiles from previous years and determine future goals of passing rates. We also are able to target SIFE, long term ELLs, and ELLs who have been held over this way we can intervene and meet the needs of these students.

12. For each program, answer the following:

- d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- f. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

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

students scored at level 2 and three students scored at level 3. An analysis of the mathematics of our fifth grade students, who took the mathematics as fourth graders indicates that 2 students scored at level 1 and one student scored at level 2. It should be noted that our ELLs must take all assessments after only one year of instruction in an English language school system. The test questions were newly aligned with the Common Core Standards. As a result of this calibration, there was a drop in scores for all students. Giving ELLs extended time, and the use of foreign language dictionaries have helped improve scores on the ELA. The use of translated tests, foreign language dictionaries and glossaries and oral translators have helped the majority of our ELLs achieve at least a level 2 in mathematics. Our former ELLs, who pass the NYSESLAT usually can pass all standardized tests.

4b. The ELL Periodic Assessments were optional, and we do not plan to administer them to our ELLs during the 2015-2016 school year. Our school leadership and staff felt that these assessments were unnecessary, since the ELLs were already being assessed in literacy throughout the year using the Teachers College Assessments.

4c. After analyzing the data from the our periodic assessments, we have concluded that immersion in oral and written English accelerates proficiency in ELA and the content areas. In addition, the extra support provided by our RTI team and the Title III program has improved scores on the periodic assessments as well as on state standardized tests. Differentiated instruction in the classroom and scaffolds in our freestanding ESL/ENL program have also accelerated the development of oral and written language skills. At PS 144, the native language is used to provide "just right" books for children, who are in the pre-production stage of second language acquisition. Also, the native language is used to assess the child in the content areas of mathematics, science and social studies. State assessments in mathematics and science are available in other languages. If a standardized test has not been translated into a particular language, children who are literate in their native language are counseled to use foreign language dictionaries and/or glossaries provided by the Department of Education in the classroom. This process is initiated early in the school year, in order for the children to become accustomed to their usage during the administration of standardized tests. Finally, a bilingual staff member can provide an oral translation in the child's native language, if a written translation of a particular assessment is not available.

13. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

At P.S. 144, we have an RTI support team and they work closely with the classroom teachers and the ESL/ENL teacher. First, the Home Language Identification Survey will let us know information that could influence the student's English language learning process. In addition, students will be assessed in their literacy skills to see if they are meeting grade level benchmarks. If an ELL student is flagged at risk where there is evidence and data showing that the student needs more than just English language interventions, they will follow the RTI framework. This may include differentiated groups in the classroom, implementation of new classroom strategies, or a push-in support. Students will first be considered for Tier 1 where the student receives core instructional support within the classroom setting with different strategies that the teacher may implement as well as progress monitoring. This could then possibly move to Tier 2 where the student receives targeted interventions where more specific support is needed to make progress. In our school this includes, SETSS in both literacy and math, a reading teacher/Certified Recovery Teacher & Reading Specialist who provides intervention services through a Leveled Literacy Intervention. Another intervention program targeted for reading that is used is called Great Leaps. If Tier 1 or Tier 2 are not sufficient enough, we may move the student into Tier 3 where it is a more intensive intervention with more individual support as well as progress monitoring. All of these supports will be delivered in coordination with language support serviced in ESL/ENL. Through collaboration, any interventions or strategies will be seen in different settings throughout the school day depending on where the student is.

14. How do you make sure that a student's new language development is considered in instructional decisions?

The ESL/ENL teacher will first analyze the NYSITELL and NYSESLAT scores to determine their level. Using the data analysis, the ESL/ENL teacher will indicate which children will need more support in reading and writing, and speaking and listening. In addition, the teacher will collect data, and analyze formal, standardized assessments, and ongoing, informal classroom assessments to plan future lessons.

15. For dual language programs, answer the following:

- d. How are the English-proficient students (EPs) assessed in the target language?
- e. What is the level of language proficiency in the target language for EPs?
- f. How are EPs performing on State and other assessments?

N/A

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

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

At this time, our ESL/ENL teacher, the assistant principal or another trained pedagogue assists in completing the HLIS in English. This person is present with all parents during the HLIS completion, regardless of translation needs or dominant home language. If one question from part 1 questions 1-4 on the HLIS indicate that the student uses a language other than English or not English and two questions from part 1 questions 5-8 indicate that the student uses a language other than English or not English, the ESL/ENL teacher will interview the parent and student in their preferred language to determine the student’s NYSITELL eligibility. NYSITELL eligibility is also determined through history of language use in previous schooling and any other documentation of student work. This will be done through the interview and informal assessment which may or may not result in NYSITELL eligibility. If a parent speaks another language, the teacher always administers the HLIS in the parent’s native language. At our school, the forms are readily available in Spanish, Chinese, Korean, Russian, French, Arabic, Urdu and Bengali, with other languages available on the DOE website. In the upcoming school year, the parents of all New York City students who attended a pre-kindergarten program under the DOE, will have to fill out a new Home Language Inventory Survey, (HLIS) upon their child’s entrance to kindergarten following the same process as a new entry student. The school secretary then enters the child into ATS with the correct home language code. Then the ESL/ENL teacher will administer the NYSITELL within ten days of a new admission’s entrance into the NYC school system. If it is determined, through a child’s scores on the NYSITELL, that he/she does not require ESL/ENL services, a non-entitlement letter is sent home in English and in the parents’ native language informing them that their child is proficient in English within five days of determination. The administration of Spanish LAB for Spanish speaking ELLs will be administered by a certified bilingual education teacher in the building. All HLIS and entitlement/non-entitlement/continued entitlement letters are filed and filed in cumulative records. If the child does not pass the NYSITELL, the ESL/ENL teacher contacts the parent by telephone, e-mail, or by letter within those five days of a determination, informing them of their child’s score and inviting them to view through DVD or online, the entitled Parent Orientation in English and their native language which happens at the ELL Parent Orientation also run by the ESL/ENL teacher (also taking place within the 10 days of enrollment.) At this meeting, the parent is given the Parent Selection form and survey in English and in their native language which needs to be filled out and returned within 5 days with a chosen program. There will also be discussion about the curriculum, standards, goals, and more information about the program(s). Within 20 days of enrollment, if there is a child who has an IEP and holds the possibility of not being to pass the NYSITELL/NYSESLAT due to other implications other than English based on the IEP, the student can be discussed at a meeting with the Language Proficiency to determine if he/she is not eligible to take the NYSITELL.

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

15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

At the time of the HLIS, if there seems to be an indication that the student has had interrupted formal education we will look further to determine if the student is SIFE within 30 days of enrollment. This student must show that they are a newly identified ELL, in grades 3-9 (3-5 in our school), and at entering or emerging level, then we will begin to pay close attention and assess this student as a possible SIFE. The ESL/ENL teacher would administer an oral interview with the student about past schooling and also by using on level type

literacy, reading & writing questions. Also, if there is any type of student work that we can look at and analyze to see previous schooling.

16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a student is a candidate for NYSITELL but has an IEP, the Language Proficiency Team (LPT) will determine if the student is eligible to take the NYSITELL. The LPT consists of a school administrator, a certified TESOL/Bilingual teacher, the RTI team, the student's parent/guardian and a translator when necessary. The LPT will thoroughly look at the language development of the child, the student's history of language use, any assessments that the student has taken, and all other information provided by the CSE. This will aid in determining if the student has new language acquisition needs or if the student's disability is a factor in demonstrating English proficiency. With this evidence, if the LPT decides that the student may have new language acquisition needs, then he or she will take the NYSITELL, otherwise further steps will be taken and the student will not test. In this case, if the principal accepts the recommendation, it is sent to the superintendent to make a final decision within 10 school days. The parent/guardian will then be notified within 3 school days after the final decision and given 20 days to accept or decline. The LPT NYSITELL Determination Form is completed and placed in the student's cumulative record.

17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the student's NYSITELL is scanned and scored, the ESL/ENL teacher is responsible for and will distribute entitlement and non-entitlement letters in both English and the parents' preferred language within 5 school days of results. Copies will be made and filed as well as filed in cumulative records. The ESL/ENL teacher keeps track of parents who have responded and accepted invitation for Parent Orientation. If they are unable to attend, a meeting is scheduled at a time that is good for the parent. After receiving Parent Survey and Program Selection Form, they have 5 days to complete it and send it back. After attempting to reach the parent in multiple ways (phone call, email, letters, etc.) parents will receive a letter indicating that their student was automatically put in the available program within the school (currently ESL/ENL at PS144).

18. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents have the right to appeal ELL status within 45 days of enrollment. They will be informed at the ELL Parent Orientation and then again through a letter home. Translators will be used and translations will be made in the native language.

19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the beginning of the school year or starting in June of the previous school year, new admits, who are potential ELLs are identified through the HLIS, and then NYSITELL tested within five school days by the ESL/ENL teacher. As soon as testing and scoring are completed, parents of entitled ELLs are sent a Letter of Entitlement in English and in their native language, along with an invitation to attend a Parent Orientation meeting. Meetings are scheduled within the 10 school day of enrollment, at different times during the school day and in the evening, to accommodate working parents. The ESL/ENL teacher hands out parent guides to bilingual and ESL programs, which have been translated into a number of different languages such as Spanish, Chinese Russian & Arabic and an agenda. In addition, the parents view the DVD entitled Parent Orientation in English and in their native language, or watch it online. A question and answer period is provided at the end of each meeting. The Parent Coordinator, other multi-lingual staff members, and members of the Parents Association, who are bilingual, thus facilitating communication with the parents, attend these meetings. Finally, the Program Selection forms, which have been translated into a number of different languages, are distributed to parents, to be completed and signed at the in-school orientation and returned within five school days. New admits, who arrive later in the school year receive an individual orientation meeting, where they view the DVD/or watch it online and complete the Parent Survey forms. If parents have questions or concerns, only trained teachers or trained pedagogues respond to inquires related to types of programs for ELLs. For those parents who choose Dual Language or TBE, will be given the option of having the school contact ELLProgramTransfers to inquire information about where there are other schools in the surrounding area that hold the chosen type of program. Otherwise, they can stay in our school and choose to keep their child in our school's available program until there is an available program of their choice before. The ENL teacher will notify all parents with Dual Language and/or TBE as their choice before ENL if and when it becomes available.

20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

As soon as testing and scoring are completed, parents of entitled ELLs are sent a Letter of Entitlement in English and in their native language, along with an invitation to attend a Parent Orientation meeting. Meetings are scheduled within the 10 school day of enrollment, at different times during the school day and in the evening, to accommodate working parents. We generally have most families participating at our Parent Orientation meetings and the overwhelming majority of ELL parents complete and sign the Parent Survey Forms at these meetings. These completed forms are kept on file in the student's cumulative record. In addition, copies of HLIS, the entitlement letters, placement letters and letters of continued eligibility in English and the child's native language are

retained in cumulative records as well as copies in ESL/ENL's files. If a parent of a newly entitled ELL is unable to attend a Parent Orientation meeting, the ESL/ENL teacher and/or personnel from the District would contact the parent by telephone or e-mail, to try to have them to come to school to view the Parent Orientation DVD and complete the Parent Survey as soon as possible at their convenience. The Parent Survey and Program Selection form in English and preferred language is given directly to parents at the orientation and advised when the form needs to be filled out by. If parents do not complete paper work within five calendar days, the student will automatically be placed in Freestanding ESL/ENL (since our school does not apply for a bilingual setting or dual language class.). For those parents who choose Dual Language or TBE, will be given the option of having the school contact ELLProgramTransfers to inquire information about where there are other schools in the surrounding area that hold the chosen type of program. Otherwise, they can stay in our school and choose to keep their child in our school's available program until there is an available program of their choice before. Such program will be available if the appropriate amount of students with the same home language within 2 contiguous grades and want DL or TBE. The ENL teacher will notify all parents with Dual Language and/or TBE as their choice before ENL if and when it becomes available.

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL/ENL teacher makes sure to keep track and to contact and distribute Parent Surveys and Program Selection forms to all parents of ELLs. Checklists are made and surveys and forms are kept on file with the ESL/ENL teacher and also in the student's cumulative record. An attendance is taken at these parent orientations to help organize information and what parents came. If parents are not able to attend the parent orientation, other options and times are made available for parents to meet with ESL/ENL teacher.
22. Describe how your school ensures that placement parent notification letters are distributed. As soon as parent choice is entered as indicated, letters in English and the native language are distributed. Phone calls or emails will also be sent if needed.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation for each child, including HLIS, entitlement/non-entitlement/continued entitlement letters, Parent Surveys, Program Selection Form and any other important documents pertaining to student are filed in cumulative records as well as a copy attained by the ESL/ENL teacher in student files.
24. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. Students will be grouped into subgroups based on their grade level and the test grade bands. In addition, the special education students will be taking the NYSESLAT at a separate location, and accommodations will be made according to their needs. Testing times will be divided into subtests based on the three different sessions. The speaking subtest will be administered to students individually in a separate location from all other students. Each session of the NYSESLAT will be given over a few days based on a set schedule. Any students who are absent will have time during the testing window to do a make-up.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are distributed by the ESL/ENL teacher at the beginning of the school year to all students and parents in English and their native language.
26. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The ELLs at PS 144 speak more than one dozen languages and come from a variety of socio-economic backgrounds. Some of our ELLs come to the United States for job transfers, and plan to return to their native countries in three or four years. The parents are very anxious for their children to achieve proficiency in English, and always select a freestanding ESL program for their children. Over the past few years, the majority of our parents request freestanding ESL, where instruction is provided in English rather than Transitional Bilingual or Dual Language programs for their children. In 2014-2015, all the parents chose Freestanding ESL program. The ESL teacher, the administration and other staff members regularly review the Parent Survey and Program Selection forms to ensure that the parents' choices have been honored. In accordance with the Parent Selection forms, a freestanding ESL program is currently offered and will continue to be offered, by a certified ESL/ENL teacher.

Part V: ELL Programming

B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- d. Freestanding ENL program.
 - 1a. Currently for the 2015-2016 school year, the freestanding ENL program at PS 144 is a pull-out program with some push-in. The current ESL/ENL teacher holds both the TESOL license and Childhood Education 1-6 license whom can provide both standalone and integrated ENL. Based on student levels they are mandated the appropriate amount of integrated and stand alone time. ELLs at the entering level receive 180 minutes stand alone and 180 minutes integrated per week. ELLs at the emerging level receive 180 minutes integrated, 90 minutes stand alone, and 90 minutes of either stand alone or integrated per week. ELLs at the transitioning level receive 90 minutes integrated, and 90 minutes either stand alone or integrated per week. ELLs at the advanced level receive 90 minutes of integrated per week. ELLs at the commanding level (grades 1-5) receive 90 minutes of integrated per week. ELLs are usually divided equally among all the classes on a particular grade, rather than being concentrated in one classroom so the classroom teacher has more of an opportunity to provide additional support and differentiate instruction for these students. Also, we have many students who must be placed in specific classroom settings based on IEP or because they are in the Gifted and Talented program. The school secretary always tries to place an ELL in a classroom, where at least one other child speaks the same native language as the newly admitted ELL, and can serve as his/her buddy and translator. If a class holds a sufficient amount of ELLs the ESL/ENL will push into the classroom schedule permitting. Through all integrated ENL the ESL/ENL and classroom teacher collaboratively work together. At the present time, the ESL/ENL teacher offers most instruction to one or two grades simultaneously at heterogenous levels, in order to meet the CR Part 154 instructional mandates.
 - e. TBE program. *If applicable.*
N/A
 - f. DL program. *If applicable.*
N/A
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Currently for the 2015-2016 school year, our ESL/ENL teacher (who hold both TESOL and Childhood Ed. 1-6 licenses) ensures that all of our ELLs are fully served with the mandated number of minutes necessary for each proficiency level. Scheduling is based around each classroom schedule to make sure students are receiving services at the appropriate time. The school secretary consults often with the ESL/ENL teacher to make sure that all new admits are entered accurately on ATS and STARS. Stand alone ESL/ENL as well as integrated ENL/ELA and other content areas occurs during these periods. In stand alone ENL, the emphasis is on the acquisition of social and academic vocabulary as well as any other English skills, taught through such ESL strategies as Total Physical Response, visuals, cooperative learning, the Language Experience Approach, songs, scaffolding, etc. In the integrated ENL Sheltered Instruction is the focus where ELA academic content is embedded in the lessons to align with what they are learning in the classroom based on the common core. All of our ELLs are expected to meet the new Common Core Standards. All of our ELLs are assessed in Language Arts after only one year of enrollment in an English language school system. They are also assessed through Go Math chapter assessments. The ESL/ENL teacher, along with the classroom teacher is devotes some time to test preparation, so that our ELLs can try to meet NYS standards in language arts and the content areas. The ESL/ENL teacher collaborates with the classroom teacher, so that all ELLs receive instruction in reading and writing during the stand alone and integrated periods.
23. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
- Instructional approaches such as Sheltered English during integrated ENL and an emphasis on vocabulary development are used to make the content areas of ELA, mathematics, social studies and science more comprehensible for the ELL. All lessons in both ENL and in the classroom follow the Common Core Standards. It is particularly important that our ELLs learn the appropriate mathematics vocabulary since the New York State Mathematics Assessment focuses on the children's ability to solve word problems. Our ELLs, who are literate in their native language are encouraged to keep dictionaries in English and in their native language at school for native language support. In addition, all ELLs, who speak Spanish, Chinese, Russian or Arabic are provided with glossaries with pertinent vocabulary in mathematics, social studies and science. Students are also encouraged to keep their L1 since it is proven that if they are strong in L1 they will be strong in L2. We also have books within our library as well as our reading program on the computer called Myon which contain books in multiple langauges. Thematic units that are pertinent to social studies and science are taught as well. The ESL/ENL teacher has a variety of non fiction books, written on a variety of reading levels in English, which are aligned with the social studies and science curriculum of different grades. The different units from Teachers College give our ELLs greater exposure to non fiction reading material. In addition, the requirement to produce informational reports also increases the development of academic vocabulary. It must be noted that the ability to comprehend non fiction

reading material and to write informational reports are included in the Common Core Standards adopted by New York State. Also, graphic organizers such as K-W-L Charts, Venn Diagrams, Thinking Maps where the children have to compare and contrast and organize information sequentially have been helpful in facilitating language development and making the content areas more comprehensible for ELLs. In addition, the Internet with its large collection of websites that rely on graphics and videos, has been very useful for extending knowledge of a particular content area. The ESL/ENL teacher collaborates with classroom teachers and the science teacher to provide extra support for science projects and social studies research reports. Support is provided by explanations in simpler language and adapting the requirements of a particular project to the ELL's oral and written language ability.

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

As far as including the native language, our school has a site license with the on-line World Book Encyclopedia. An important feature of this website is instantaneous translation, in many different foreign languages, of many articles related to the various social studies and science curriculum areas. We also use a program called Myon which includes many books in multiple languages at the students' different reading levels.

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

The ELLs are assessed throughout the year, along with their grade level peers using the Teacher's College Reading and Writing Assessments. In addition, students are also assessed in mathematics through Go Math chapter assessments.

26. How do you differentiate instruction for each of the following ELL subgroups?

f. SIFE

g. Newcomer

h. Developing

i. Long Term

j. Former ELLs up to two years after exiting ELL status

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

b. Our plan for newcomers includes placing the child in a classroom with a buddy who speaks the same language. More standalone ENL will be provided focusing explicitly on language and Basic Interpersonal Communication Skills (BICS). In addition, efforts will be made to secure a Parent Buddy, so that the parents of the newcomer would be able to familiarize themselves with the American educational system. All important school notices as well as report cards are offered in translated versions, that that newcomer parents can take an active role in their child's education. Translators will be provided at Parents Association meetings as well as at Parent Teacher Conferences. Newcomer ELLs in grades three through five, will be offered additional support through the Title III before school program. Finally, our newcomer ELLs, particularly those students who have been in the U.S. for only one year, will be given extra help in developing strategies for success on standardized tests.

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

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

e. The former ELLs will receive testing accommodations, and receive extended time on standardized exams. In addition, former ELLs will take the exams in separate locations, and will be in a small group setting. They are allowed to use word for word translation bilingual dictionaries. They will now be able to receive 90 minutes of integrated ENL per week.

27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

For six to twelve months after a student has been re-identified as an ELL or non-ELL by the superintendent, the teachers who work with the student will maintain a portfolio which contains notes, work samples, informal and formal assessments, etc. This is then reviewed by the principal to ensure that the determination was appropriate. If the principal decides based on the portfolio that the student may have been adversely affected by the determination, the principal will provide additional support services to the student and reverse the determination with consultation from the superintendent.

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

All of our Special Education ELLs are expected to try and meet the NYS Standards in Language Arts and the content areas. Some of our special education ELLs in the past have had a severe disability and are considered to be NYSAA. Other ELLs-SWDs must take all NYS standardized tests in ELA, Math and Science. An examination of the data from the 2013 NYSESLAT for our special education ELLs indicates that more than 50% of them are proficient and advanced in listening and speaking skills. However, more than 75% of our special education ELLs are on a beginner or intermediate level for reading and writing skills.

One instructional strategy that we have found helpful, which is also in alignment with the Common Core Standards, is the focus on the development of Academic Language, specifically Tier 2 and Tier 3 Words. Another instructional strategy is the use of thinking maps, such as the tree map, the circle map and the brace map, since they help special education ELLs organize non-fiction material in a meaningful way. Finally, students are given opportunities to use technology in the classroom to build their English language development. The ESL/ENL classroom and special education classroom have extensive libraries of fiction and nonfiction material, on a variety of reading levels and subject matter, to encourage our special education ELLs during independent reading. The ESL/ENL teacher tries to focus on vocabulary development in the content areas of mathematics, science and social studies in order to make the language of grade level textbooks more comprehensible to these children. Finally, another instructional strategy is the placement of bilingual para-professionals to entitled special education ELLs. These para-professionals are fluent in the child's native language and often translate important information, which facilitates the child's comprehension of the curriculum, and help them try and meet the standards in literacy and the content areas.

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

Our ESL/ENL program at PS 144 is a freestanding program since there are only 3-14 students per grade, with not enough students with the same language within 2 consecutive grades to form a bilingual class. Two grades are seen simultaneously, and the ESL class is a mainstreaming experience for the special education ELLs, since they are grouped together by chronological age and by language ability with general education ELLs. Some of our special education ELLs are in self-contained classrooms, and the ESL/ENL class gives them an opportunity to function in a less restrictive environment. Our school uses the Readers and Writers Workshop Model which gives our special education ELLs the opportunity to read fiction and nonfiction texts on their instructional level, rather than their grade level.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

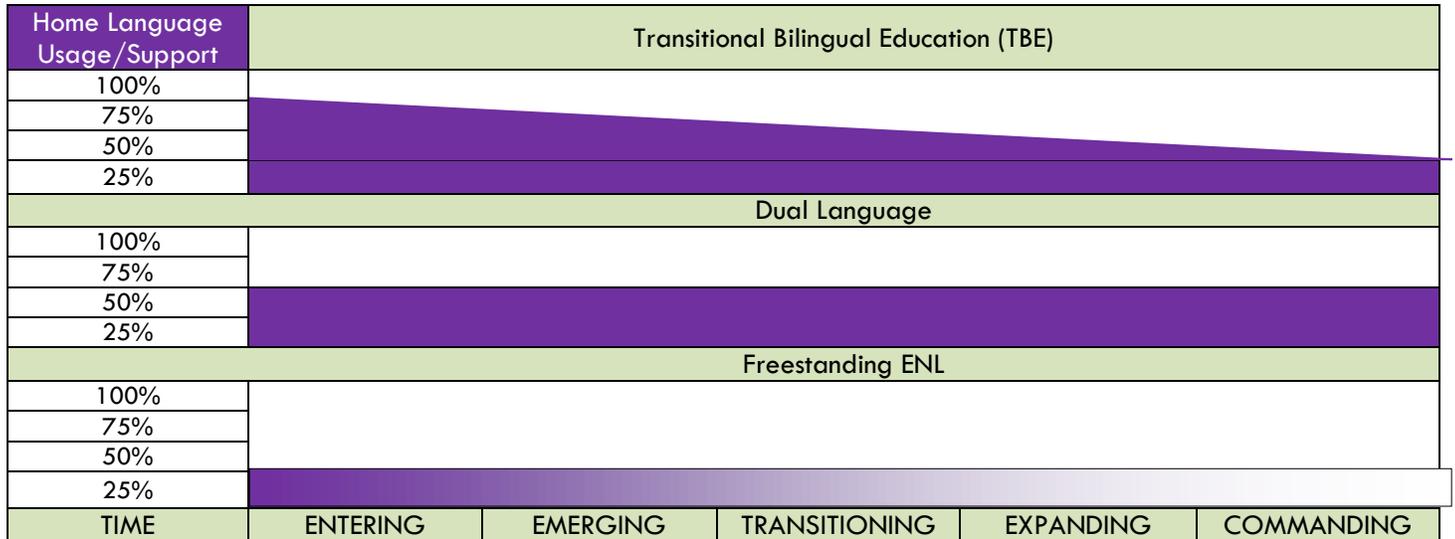


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our school has targeted different interventions for the various ELL subgroups. All struggling ELLs are provided with differentiation and/or scaffolding of topics. They are also considered for RTI services or additional interventions which will include close help given by an RTI teacher, reading specialist using Leveled Literacy Program, or Great Leaps. Next, our newcomer ELLs in the upper grades receive additional support in ELA through the before school Title III individual prescriptive program. Our long term general and special education ELLs receive extra help in literacy and math by a certified teacher, in a small group setting and pushing into the classroom during the day.

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

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

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

PS 144 is always continuing to upgrade our computers and printers in the classrooms which will familiarize our ELLs with different websites on the Internet, thereby increasing their language proficiency. Classrooms have recently been introduced to the use of IPADs, which will increase student learning. All classrooms have now had Smartboards and Smart Document Cameras installed. In spite of budget cutbacks, PS 144 will continue to maintain our art and science residencies, our Title III morning program, and our continued collaboration with Teachers College. In addition, teachers will continue to attend professional developments on the programs and teaching methods in our school.

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

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

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

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

A before school Title III program is offered to our upper grade ELLs and to new admits throughout the school year. This program uses technology and Leapfrog materials to improve listening and reading comprehension skills. Over the summer there is also a Title III program offered to students where they take trips and get to explore and have rich discussions about many different cultures.

As far as special programs for 2014-2015, P.S. 144 will again be the recipient of the New York State Council on the Arts Grant. This money provides us with a partnership with the Queens Museum of Art, which allows us to bring architecture and visual arts residencies into the classrooms. We also have our partnership with the Guggenheim Museum of Art. This unique residency, which lasts for twenty weeks, brings a teaching artist into all the third grade classrooms. The teaching artist develops unique art projects, in conjunction with the academic curriculum and current exhibitions at the museum. Finally, our ELLs will also benefit from other art residencies with such New York City cultural institutions as the American Ballroom Theatre. These residencies in the performing arts expose our children to music, dance and theatre and are especially beneficial to our ELLs, since they give them the opportunity to communicate, without having to use oral and/or written language. The ELLs can feel extremely successful in the arts, even though they may be struggling to meet academic standards in the classroom. Also, hands on science residencies are also provided and afford our ELLs another opportunity to demonstrate their scientific knowledge, even though they may face difficulties in learning the science curriculum.

35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Since P.S. 144 is a member of the Teachers College Reading and Writing Project, our major instructional materials are large collections of leveled libraries in each classroom. Through the use of these libraries of fiction and non fiction books, from Levels A through Q, the ELLs have an opportunity to improve their phonemic skills, increase their social and academic vocabulary, and develop reading fluency. Big Books are used during Shared Reading to develop vocabulary, improve reading fluency and increase reading comprehension. The ESL/ENL teacher also uses the Scott Foresman ESL Series as supplemental resource, to increase academic vocabulary, since it makes the content areas more meaningful for the English language learner. Foundations is also used in classrooms where there are tool kits to help students build their literacy skills. In addition, the ESL/ENL teacher uses test

preparation materials, specifically designed to familiarize children with the different components of the NYSESLAT. Finally, technology plays an important role in the classroom, the computer room and in the ESL/ENL room. Certain websites such as www.starfall.com and www.englishlistening.com are very helpful for our newcomers to develop phonemic skills. The website www.readwritethink.org is useful for our intermediate and advanced ELLs since it teaches them how to map a story, how characters develop and change in a story, and also how to write personal and persuasive essays. The Internet provides numerous websites for our ELLs to improve their listening and reading comprehension, and allows the classroom teacher to individualize instruction, particularly for the newly arrived ELL. There are also many websites with lots of pictures and videos, which enhance learning, particularly in the content areas such as Brain Pop which is a computer program that our school provides to aid students and teachers as well in their planning. Our school now uses another program called MYON where there is a huge source of books base on levels, topic, and genre accessible on the computer for students to read themselves or have read to them. Teachers are able to organize and choose books for individual students and/or groups if they choose too. Thinking maps such as the bubble map and double bubble map are helpful in analyzing characters in fiction books, while circle maps and tree maps are useful in understanding key concepts in non fiction books. Recently, all classrooms have had Smartboards and Smart Document Cameras installed which opens up a lot of options when it comes to differentiation, visuals and tactile interactions.

36. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Different services, support and resources are targeted for different ages and grade levels. For example, all our struggling ELLs are considered for push-in intervention services and are given small group instruction and differentiated models of learning. All additional programs such as MYON, is designed to target all different types of learners at different reading levels to aid in reading, comprehension and vocabulary. In addition, we have different art residencies on each grade level. For example, our kindergarteners participate in a dance residency, the first graders are involved with a drama residency, the second graders create and produce plays with puppets, and our fourth graders are involved with a bookmaking residency, and finally our fifth graders are involved with a ballroom dancing residency. All of this exposure to the arts is very helpful to our ELLs, regardless of their language ability, since it offers them other ways, besides oral and written language, to communicate their ideas and feelings.

38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

There will be no formal services provided to newly enrolled ELLs prior to the opening of school in September, since our school does not offer summer school. However, the school secretary and our ESL/ENL teacher, try to inform the parents about the availability of ESL/ENL services in the building. Every attempt is made to provide a newcomer ELL with a classroom buddy, who speaks their native language. The ESL/ENL teacher enlists the aid of parents who speak the newcomers' language, in order to familiarize them with the American educational system and the community. During the previous school year, in June, the parent coordinator holds an orientation for all incoming parents of Kindergarteners where they are welcomed and given an overview of what is to come in Kindergarten. At this orientation the principal, nurse, and ESL/ENL teacher is also present to share information with the parents. Also during this month, an Open House is provided for incoming Kindergarten students where the children, including ELLs, get a chance to come in while a current Kindergarten class is being held so they can observe what takes place and what to expect in the classroom.

39. What language electives are offered to ELLs?

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

40. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development for all personnel of ELLs is continually ongoing at P.S. 144. Our school schedule has been modified in order to allow time for classroom teachers to meet and plan with each other and with the ESL/ENL teacher with common preps and professional development time, to discuss how best to differentiate instruction for our ELLs. The ESL/ENL teacher meets with collaborating teachers and offers them helpful strategies in classroom and through the collaboration of both teachers. Suggestions are made to bilingual para-professionals about how to incorporate the use of the native language, in order to foster understanding of key concepts in mathematics, science and social studies. In addition, professional development is provided to these para-professionals on English phonics, morphology and syntax, and suggestions are also given on how to improve the decoding skills, vocabulary and comprehension of our special education ELLs. Professional development (15% of hours) is provided to all general and special education teachers, as well as content area teachers at monthly grade conferences. Our ESL/ENL teacher also attends workshops and professional developments (minimum of 50% of hours) offered outside of school, offered by DELLS where different strategies for ELLs are learned and then turn keys this information to the staff. There is also collaboration with other ESL/ENL teachers within the school district and community. Finally, our new teachers and any other teachers who would like, are always given the opportunity to observe, create together an ESL /ENL lesson, and/or watch a modeled lesson to incorporate differentiations and interventions for ELLs and further their understanding of the difficulties facing the English language learner.
6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
DELLSS offers many professional development for ESL/ENL teachers throughout the year that are attended. In addition, the ESL/ENL participates in the professional development offered at the school. Every month, the classroom teachers and ENL teachers meet with the staff developer from Teacher's College, Reading and Writing program. They meet as a grade with the staff developer to receive staff development support. This includes ELL strategies within the literacy lessons. The ESL/ENL teacher also participates in school wide professional development. Teachers are provided with trainings throughout the year in supporting all students as they engage in the Common Core Learning Standards. For example, teachers visit engageny.org which provides resources for teachers to use. The ENL teacher also provides turn keys for other teachers within the building and create professionally developments for them to receive providing strategies and information to help the ELL. Teachers also received professional development on Depth of Knowledge levels and Blooms Taxonomy, which will help teachers when planning lessons for all different learners, aligned with the Common Core Standards.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor at P.S. 144 always meets with the guidance counselor at the middle school to discuss which ELLs will probably require services. We prepare them in self monitoring and independence and encourage them to bring with them techniques and strategies that they have developed in elementary school. We also continue to give parent support providing them resources for language support. Also, summer school is offered to our ELLs, as a way to improve their reading, writing and math skills.
8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All teachers will attend 13% ELL specific professional developments and ESL/ENL teachers will attend 50%, whether they be in-school and/or outside-school professional developments. Many of our newer staff members receive ESL/ENL training by attending workshops sponsored by Teachers College. The ELL population is targeted by scaffolding the different units of Readers and Writers Workshop. Each teacher receives a certificate from Teachers College after completion of the workshop. Other workshops are offered where the teachers are given strategies on how to differentiate instruction for all students including ELLs. All teachers and ENL teachers attend workshops offered through DELLS. The ESL/ENL teacher also provides turn keys and professional developments about ELLs for other teachers within the building. All ESL/ENL teachers will attend professional developments through opportunities offered by DELLS. This includes NYCDOE workshops or workshops from other sources. Some of these workshops will include all teachers, not just ESL/ENL. Many of our newer staff members receive ESL/ENL training by attending workshops sponsored by Teachers College. The ELL population is targeted by scaffolding the different units of Readers and Writers Workshop. Each teacher receives a certificate from Teachers College after completion of the workshop. Other workshops are given where the teachers are given strategies on how to differentiate instruction for all students and co-teach/collaborate with the ENL teacher. The ESL/ENL teacher also turn keys and provides workshops for teachers focusing on ELLs, how to support ELLs using different entry points and offer any resources throughout the year to help classroom teachers on how to build Academic Language for ELLs, and also how to expand their vocabulary from Basic Interpersonal Communication to Tier 2 and Tier 3 Words. This takes place during our afternoon PD time. At each PD or meeting, an agenda is given as an overview of what will be discussed, possible powerpoints, articles, worksheets and attendance taken.

G. Parental Involvement

7. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Every week the teachers are given time to connect and meet with parents. This may be through in-person meetings, email, or phone calls, whichever is more convenient for the parents. Translators/translations are used when needed through the translation and interpretation unit or staff/volunteers within the school. This is a time to discuss the goals, progress, need support, assessments and development in language and content areas. A log is kept by the ESL/ENL teacher to make sure it is documented when these meetings take place and what it was about. A workshop is also given by the ESL/ENL teacher for parents before the NYSESLAT in the spring. This informs the parents and family on what to expect, how it affects their child, and how to help prepare for the upcoming exam. In addition, the ESL/ENL teacher is invited by other teachers to participate in their meetings with parents. Together they can meet with parents and share common thoughts and concerns of how we can all work together to help meet the needs of their child.

8. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are an important part of the learning process, and parental involvement at P.S. 144 is encouraged in a friendly and nurturing environment. The ESL/ENL teacher always attends the spring and fall Kindergarten Orientation meetings in order to acquaint parents with our ESL/ENL program. As soon as children are identified as ELLs, their parents are invited to attend a Parent Orientation meeting, where they view a DVD in English and in their native language. At this meeting, parents are given information about state standards, city and state assessments, school expectations, and general program requirements. These Parent Orientation meetings are held at different times of the day, in order to accommodate working parents. If registration warrants it, additional orientation meetings will be scheduled throughout the school year.

Every week we are given time to connect with parents through email, phone, letters or in person meetings. Translators/translations are used when needed through the translation and interpretation unit or staff/volunteers within the school. This is a time to discuss the goals, progress, need support, assessments and development in language and content areas. A log is kept by the ESL/ENL teacher to make sure it is documented when these meetings take place and what it was about. A workshop is also given by the ESL/ENL teacher for parents before the NYSESLAT in the spring. This informs the parents and family on what to expect, how it affects their child, and how to help prepare for the upcoming exam. In addition, the ESL/ENL teacher is invited by other teachers to participate in their meetings with parents. Together they can meet with parents and share common thoughts and concerns of how we can all work together to help meet the needs of their child.

In addition, Parent Teacher conferences are scheduled during the year, in the afternoon and also in the evening.

Parents are always invited to attend school performances and multi-cultural holiday celebrations and Field Days.

Translators are available at parent conferences, workshops and Parent Association meetings. Important school notices, such as lunch forms and upcoming standardized tests, are sent home in a variety of different languages to accommodate our diverse school community.

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

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

10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our Parent Coordinator has continued to secure a grant to teach parents of our ELLs an English language class on Saturday. This supports parents in the English language in order to help support their child's English language learning. Besides instructing parents on the rudiments of English, the Parent Coordinator and a certified teacher bring together parents with some of our better known New York City cultural institutions. We will continue this successful program for this school year. Our Parent Coordinator always informs our ELL parents of different multi-cultural events and workshops in the community in both English and their home languages.

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

11. How do you evaluate the needs of the parents?

We evaluate the needs of our ELL parents first during the Home Language Survey where a licensed pedagogue interviews the parent as well the the student. During this time we find out the preffered home language. We also evaluate informally through Parent Teacher Conferences, Workshops sponsored by the Parent Coordinator, communication with teachers & staff and Parent Association Meetings. The School Leadership Team evaluates their needs on a formal basis, by analyzing the results of the annual Public School Parent Survey, available in different native languages sponsored by the New York City Department of Education.

12. How do your parental involvement activities address the needs of the parents?

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

H. Additional Information

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

Part VI: LAP Assurances

School Name: **P.S.144 Jeromus Remsen**

School DBN: **28Q144**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Reva Gluck-Schneider	Principal		
Jennifer Lucadamo	Assistant Principal		
Sioghan Kyne	Parent Coordinator		
Kristina Dimaiuta	ENL/Bilingual Teacher		
	Parent		
Lydia Ra	Teacher/Subject Area		
arin Vitellaro	Teacher/Subject Area		
	Coach		
	Coach		
Aimee Mizzi	School Counselor		
Mabel Muniz-Sardy	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q144** School Name: **PS 144**
Superintendent: **Ms.**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English (majority for both written and oral)
Chinese
Japanese
Bengali
Korean
Spanish
Arabic
Russian
Polish
Hebrew

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

- ELL Parent Orientation Letters
- Entitlement/Continued Entitlement/Non-Entitlement Letters for students who were NYSITELL tested
- Teacher letters sent home to parents
- Parent Handbook
- Newsletters

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

- Parent Teacher Conferences (September, November, March)
- ELL Parent Orientation (September)
- ELL Parent Workshop for NYSESLAT
- Weekly parent meeting with teachers
- IEP Meetings
- Parent Association Meetings

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Letters are translated by in-house school staff or volunteers who offer their assistance. Others are already translated by the DOE. We have many written translation for report cards and forms such as HLIS. If we are unable to get translations this way we will use the services provided by T&I. Also, at the beginning of the school year parents and faculty are informed and made aware of the Translation &

Interpretation services. Many parents in our school set up an email account where anything emailed to them is automatically translated into their home language.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In our building we have staff that speak multiple languages and we utilize them during parent teacher conferences and meetings. First we will provide an oral interpretation service in-house by school staff or parent volunteers of the needed language. If we are unable to provide language assistance in-house, then we will use the over-the-phone translation service provided by the Translation & Interpretation Unit. Before and during these meetings, parents and faculty are informed and made aware of the T&I services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of the school year and before school wide meetings, staff members are informed and given information on the available services through email, brochures, guides, palm card, poster, and anything else received by the LAC that can be forwarded to staff. The Language Access Coordinator is also made available for questions and assistance on obtaining and assisting with any help or information.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

First, the Parents' Bill of Rights in various languages is provided to all parents. Parents are required to complete HLIS when first registering and also to complete emergency card where preferred language is indicated. Signs are posted for parents to understand the availability of translation services at our school. When possible all notifications will be given to students' in the language requested by the parent where we will use our school staff to translate orally to parents. For example, when written translation report cards are provided, at parent teacher conferences our staff will utilize the paraprofessionals who speak multiple languages, the translation hotline, and parent volunteers.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In previous years, we have reached out to parents who have informed us on how they want the school communication, whether that be via email, paper, or over the phone. We will continue to do the same. Many of our parents have elected either email or a translated copy of correspondence we send home.