



P.S. 044 THOMAS C. BROWN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 044 THOMAS C. BROWN
ADDRESS: 80 MAPLE PARKWAY
TELEPHONE: 718-442-0433
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010044 **SCHOOL NAME:** P.S. 044 Thomas C. Brown

SCHOOL ADDRESS: 80 MAPLE PARKWAY, STATEN ISLAND, NY, 10303

SCHOOL TELEPHONE: 718-442-0433 **FAX:** 718-442-2323

SCHOOL CONTACT PERSON: JOSEPH MILLER **EMAIL ADDRESS** JMiller25@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rachel Bulla

PRINCIPAL: JOSEPH MILLER

UFT CHAPTER LEADER: Rachel Bulla

PARENTS' ASSOCIATION PRESIDENT: Tamiko Coleman

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: Debra VanNostrand/Jose V. De La Cruz

SUPERINTENDENT: MARGARET SCHULTZ

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Joseph Miller	Principal	
Rachael Bulla	UFT Chapter Leader	
Bryant Romano	UFT Member	
Jacqueline Paite-Conyers	UFT Member	
Melissa Roskowinski	UFT Member	
Natalie Sabini-Saberna	UFT Member	
Tamiko Coleman	PA/PTA President or Designated Co-President	
Miriam Escribano	Title I Parent Representative	
Daniela Caraballo	Parent	
Mary Curry	Parent	
Robin Borgess	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision and Mission

The vision of Public School 44 is to create a learning environment where all children will be encouraged to think creatively and independently. Our students will actively strive to succeed by expanding their knowledge with the use of learning goals, technology and core curriculum. Our school's mission is to motivate and challenge all children including those with special needs in developing a love of learning with the expectation that they will take responsibility for their education. Our school community consists of students, parents, guardians, teachers and additional staff members who are committed to working collaboratively to support all children in attaining their learning goals.

Description of the Mariners Harbor Community and P.S.44

The Thomas C. Brown School was opened for the 1927-28 school year. Public School 44 is four stories tall and originally had a coal fired heating system. During the 1950's, 18 classrooms were added via a two-story wing. The building has undergone numerous repairs in recent years. The electrical system upgrade has allowed for air conditioning in some classrooms, as well as wireless Internet service and Smartboards. The original structure accommodated 580 students. During the 1998 school year, various spaces were transformed into classrooms to accommodate an increase in student population. Students occupied six modular classrooms in September of 1999 which served to house 120 Kindergarten students. In 2004, 120 first grade students occupied seven new additional classrooms.

The school building serves three major housing facilities: The Mariners Harbor Houses, The Arlington Houses and the Holland Avenue Apartments. In addition to the many existing private homes in the area, there is an influx of new one and two family homes being built.

P.S. 44 is located at 80 Maple Parkway in the Mariners Harbor Community of Staten Island. The statistics maintained by the Staten Island Borough President's Office reports that the area has a significant public assistance level and an increased unemployment rate as compared to other surrounding zip codes. City-data.com reports that more than one in five families live below the poverty level. Mariners Harbor has a prime waterfront area along the Arthur Kill and Kill Van Kull, at the northwest corner of Staten Island. The community has been undergoing significant growth and development in the last 10 years. Mariners Harbor does not have a local Public Library. Our school currently houses a functioning, accessible, and modern student library and media center since 2004.

As of August 2009, renovations have included the school auditorium as well as our schoolyard and playground areas. P.S. 44 houses a newly established Apple Computer Lab which will be upgraded using \$50,000 of funding from City Council. Smartboards were installed in 26 classrooms with the use of \$150,000 also obtained from City Council funding. SINI grant funds allowed for the installation of SmartBoards in all self-contained classrooms. Teachers can work collaboratively during their common preparation periods in the newly expanded UFT Teacher Center where the coaches are

stationed. At the UFT Teacher Center, professional development needs are addressed. Support for our teachers is provided to greater enhance their ability to differentiate instruction. Teachers may access a wealth of academic and professional resources located in this room.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 044 Thomas C. Brown								
District:		31	DBN #:		31R044	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> 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 type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		72	72	85			89.9	91.7	TBD	
Kindergarten		130	122	127						
Grade 1		129	137	144	Student Stability - % of Enrollment:					
Grade 2		122	123	134	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		142	133	128			89.2	87.42	TBD	
Grade 4		117	128	136						
Grade 5		119	119	123	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			75.3	83.4	86.1	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			25	41	TBD	
Grade 12		0	0	0						
Ungraded		6	2	2	Recent Immigrants - Total Number:					
Total		837	836	879	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							4	6	3	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		98	102	91	Principal Suspensions		29	35	TBD	
# in Collaborative Team Teaching (CTT) Classes		29	46	60	Superintendent Suspensions		11	13	TBD	
Number all others		45	68	74						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		8	9	10						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	60	70	64	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	5	43	Number of Teachers	75	70	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	18	19	TBD
				Number of Educational Paraprofessionals	13	13	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.7	100	TBD
				% more than 2 years teaching in this school	74.7	88.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	77.3	77.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	91	93	TBD
American Indian or Alaska Native	0.6	0.7	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94	98.3	TBD
Black or African American	51.6	47.2	45.1				
Hispanic or Latino	37.3	39	40.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	2.4	1.7				
White	7.8	10.6	12.1				
Multi-racial							
Male	50.3	50.4	49.9				
Female	49.7	49.6	50.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Grad. Rate	Progress Target
	ELA	Math	Science	ELA	Math			
All Students	Ysh	√	√					
Ethnicity								
American Indian or Alaska Native								
Black or African American	√	√						
Hispanic or Latino	X	√						
Asian or Native Hawaiian/Other Pacific Islander	-	-	-					
White	√	√	-					
Multiracial								
Students with Disabilities	X	√						
Limited English Proficient	X	√	-					
Economically Disadvantaged	Ysh	√						
Student groups making AYP in each subject	4	7	1					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	►
Overall Score	89.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	11.7	Quality Statement 3: Align Instructional Strategy to Goals	►
Student Progress (Comprises 60% of the Overall Score)	58.7	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◊ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Strengths

Teachers utilize ongoing formative assessments for learning. These assessments include use of rubrics, student self-assessment, descriptive feedback to students and examination of student work including tests and quizzes. Data from these assessments is used to drive instruction.

Our Inquiry Team works with students to collect qualitative and quantitative data on the students' performance, progress and achievement outcomes.

The Inquiry Team facilitates professional development and creates plans for communicating data findings within the school community.

The school community has developed a common language between Administrators, teachers and parents fostering awareness and transparency. This has led to an increase of collaborative decision-making by all stakeholders.

P.S. 44 has an appointed Data Specialist and Testing Coordinator to assist teachers and staff by providing useful data. This enables our teacher teams to clearly develop strategic goals and effectively implement differentiated instruction for all students.

Our school has an extensive network of specialized support personnel that works to meet the personal, social, physical, and emotional needs of students and families.

- The school leader communicates with parents through the monthly scheduled parent-teacher association meetings, student backpack fliers, email, parent-teacher conference sessions, parent workshops and Global Connect Parent Notification System. .
- The school leader makes strategic organizational and personnel decisions that lead to the school community's ability to increase teacher collaboration and improve student outcomes.
- P.S. 44 has successfully implemented an arts program for Students with Disabilities (SWDs). This program has been recognized by the City-Wide Director for the Arts.
- The school leader has made strategic decisions to ensure greater use of technology school-wide. This includes the placement of Smartboards in every self-contained classroom, two fully functioning computer labs, access to and use of ELMO document cameras on every grade and professional development to ensure maximum usage of all hardware. In addition, LEXIA and Riverdeep

software programs are utilized in classrooms for SWDs and English Language Learners (ELLs). Improvements have been made to the overall technological infrastructure. This includes an upgrade to fiber optics and all wireless access points.

- We will continue to maintain dynamic instruction that fully engages all students with a focus on English Language Learners and Students with Disabilities.

Accomplishments

- The Inquiry process is becoming embedded with the outreach of a core Inquiry Team that provides support and encourages active teacher participation. Our goal is to have 90% of teachers involved in the Inquiry Process.
- During the 2009-2010 school year, a new literacy program (StoryTown) was implemented in K-5. The program will be expanded into Pre-K for the 2010-2011 school year.
- Teachers currently use data to inform instructional practices based on individual student goals. Teachers regularly meet in grade level teams to discuss instructional practices and analyze student data.
A push-in component to the freestanding English as a Second Language (ESL) program was implemented during the 2009-2010 school year on grade one.

Challenges

We will continue our efforts to improve pacing and academic rigor to challenge our at-risk, on-level and above level students to their fullest potential.

- To develop a wider variety of instructional methods to match students' learning styles and provide greater challenge across the wide range of student ability.
- Continue the emphasis of professional development on the use of assessment data to track and target student groups to improve the planning of differentiation.
- To ensure that data is used correctly and consistently by all staff in order to ensure uniform practices, procedures and methodologies.
- To improve monitoring strategies by setting interim checkpoint goals and evaluate periodically the school's progress in reaching our long-term achievement goals.
- To increase ways to communicate high expectations to parents by encouraging them to become more active partners in the academic and social emotional development of their children.
- To expand inquiry process so that all teacher teams develop an understanding implement effective inquiry process strategies.
- Teacher team's will aggregate and organize available assessments on grade and school level.
- On-going, consistent professional development targeting best instructional practices for ELLS and SWDs to excel in all subject areas.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 2% of English Language Learners (ELLs) and/or Students with Disabilities (SWDs) not making acceptable gains, will demonstrate one-and-a-half years of academic progress in ELA as measured by the 2010-2011 progress report.	<input type="checkbox"/> To provide rigorous, standards-based targeted instruction in ELA <input type="checkbox"/> to address the needs of English Language Learners and Students with Disabilities in order to effectively improve performance in literacy.
<input type="checkbox"/> By June 2011, 90% of teachers will gather data, plan and set goals, develop coherent and cohesive instructional and organizational strategies that are aligned with NYS standards and data findings via effective use of technology and the inquiry process. <input type="checkbox"/>	<input type="checkbox"/> The Inquiry Process will encourage teachers to analyze and compare student assessment data to differentiate and implement teaching practices for the target population and/or sub groups. Activities carried out via the use of technology will include monitoring student progress, setting student goals for our targeted subgroups in ELA.
<input type="checkbox"/> By June 2011, the performance index for ALL students and ALL sub-groups as reported on the NYS School Report Card will meet or exceed the State standard of 100.	<input type="checkbox"/> To provide rigorous, standards-based instruction in Science and to ALL students and ALL sub-groups. <input type="checkbox"/>
<input type="checkbox"/> By June 2011, 2% of English Language Learners (ELLs) and/or Students with Disabilities (SWDs) not making acceptable gains, will demonstrate one-and-a-half years of academic progress in Math as measured by the 2010-2011 progress report.	<input type="checkbox"/> To provide rigorous, standards-based targeted instruction in Math <input type="checkbox"/> to address the needs of English Language Learners and Students with Disabilities in order to effectively improve performance.
<input type="checkbox"/> By June 2011, 100% of teachers will have engaged in professional development based upon pedagogical and student needs.	<input type="checkbox"/> To satisfactorily plan, implement, and monitor PD in areas of need as determined by teacher surveys, classroom observations, administrative walk-throughs and student data.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, 2% of English Language Learners (ELLs) and/or Students with Disabilities (SWDs) not making acceptable gains, will demonstrate one-and-a-half years of academic progress in ELA as measured by the 2010-2011 progress report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Professional Development: PD will be given on following topics: Interim assessments for ELA to monitor and revise instructional strategies for SWDs and ELLs in classroom</p> <p>Target Population(s): Students identified in SWD and ELL subgroups</p> <p>Responsible Staff Members: Assistant Principals, Internal/External staff developers, Literacy Coach, Data Specialist, Technology staff</p> <p>Implementation Times: September 2010 through June 2011</p> <p>Monitor and Revise: Monitoring will be conducted on an on going basis via agendas, sign in sheets, teacher evaluations, administrative walk-throughs and observations; debriefing/reflection sessions. Revisions will be made as necessary.</p> <p>Testing as a Genre: Student data for grades 3-5 will be assessed in order to determine the most effective utilization of testing accommodations and to build stamina for NYS exams.</p> <p>Target Population(s): Students identified in SWD and ELL subgroups</p> <p>Responsible Staff Members: Assistant Principals, Internal/External staff developers, Literacy Coach, Data Specialist, Technology staff</p> <p>Implementation Times: January 2011 through May 2011</p>

	<p><u>Monitor and Revise:</u> Monitoring will be conducted on an on going basis via IEP reviews, Acuity predictives/diagnostics item analysis and administrative walk-throughs.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	OTPS - TEXTBOOKS
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 90% of teachers will gather data, plan and set goals, develop coherent and cohesive instructional and organizational strategies that are aligned with NYS standards and data findings via effective use of technology and the inquiry process. <input type="checkbox"/></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <u>Professional Development:</u> PD will be given on following topics: Interim assessments for ELA/MATH to monitor and revise instructional strategies for SWDs and ELLs in classroom; use of student data to plan and set goals; further development of inquiry in teacher teams using case studies and lesson planning. <u>Target Population(s):</u> Teachers and staff sevicng students in SWD/ELL subgroups, <u>Responsible Staff Members:</u> Assistant Principals, Internal/External staff developers,</p>

	<p>Literacy/Math Coach, Data Specialist, Technology staff <u>Implementation Times:</u> September 2010 through June 2011</p> <p><u>Monitor and Revise:</u> Monitoring will be conducted on an on going basis via agendas, sign in sheets, teacher evaluations, administrative walk- throughs and observations; debriefing/reflection sessions. Revisions will be made as necessary.</p> <p><u>Creation of Data Centers:</u> Areas have been designated so that coaches, data specialist and other instructional teacher teams are trained in the use of student data. Activities carried out will be data analysis, data aggregation/disaggregation.</p> <p><u>Target Population(s):</u> Teachers and staff sevicng students in SWD/ELL subgroups.</p> <p><u>Responsible Staff Members:</u> Assistant Principals, Internal/External staff developers, Literacy/Math Coach, Data Specialist, Technology staff</p> <p><u>Implementation Times:</u> September 2010 through June 2011</p> <p><u>Monitor and Revise:</u> Monitoring will be conducted on an on going basis via ARIS, PS 44 NING, Inquiry team blogspot, teacher evaluations, administrative walk- throughs and observations; collaborative case studies. Revisions will be made as necessary.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>OTPS - EDUCATIONAL SOFTWARE</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, the performance index for ALL students and ALL sub-groups as reported on the NYS School Report Card will meet or exceed the State standard of 100.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>PD will be given on utilization of NYS Science data, strategies for SWD/ELL students in classroom and program assessments(Harcourt and Foss) for Science to monitor and revise curriculum. Teachers and staff servicing students in SWD/ELL subgroups Teachers, Assistant Principals, Internal/External staff developers, science cluster teachers, Data Specialist</p> <p><u>September 2010 through June 2011</u></p> <p>Monitor and Revise: via agendas, sign in sheets, teacher evaluations, administrative walk- throughs and observations; debriefing/reflection sessions, NYS Science scores. Revisions will be made as necessary.</p> <p><input type="checkbox"/></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Elementary Cluster/Quota - SCIENCE - GENERAL SCIENCE - PUSH IN/PULL OUT</p>

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 2% of English Language Learners (ELLs) and/or Students with Disabilities (SWDs) not making acceptable gains, will demonstrate one-and-a-half years of academic progress in Math as measured by the 2010-2011 progress report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <u>Teachers and staff servicing students in SWD/ELL subgroups</u></p> <p><u>Responsible Staff Members:</u> Assistant Principals, Internal/External staff developers, Math Coach, Data Specialist</p> <p>September 2010 through June 2011</p> <p>Monitor and Revise:</p> <p><u>Testing as a Genre:</u> Student data for grades 3-5 will be assessed in order to determine the most effective utilization of testing accommodations and to build stamina for NYS exams.</p> <p><u>Target Population(s):</u> Students identified in SWD and ELL subgroups</p> <p><u>Responsible Staff Members:</u> Assistant Principals, Internal/External staff developers, Literacy Coach, Data Specialist, Technology staff</p> <p><u>Implementation Times:</u> January 2011 through May 2011</p>

	<p>Monitor and Revise: Monitoring will be conducted on an on going basis via IEP reviews, Acuity predictives/diagnostics item analysis and administrative walk-throughs.</p> <input type="checkbox"/>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	Elementary Cluster/Quota - MATH - PUSH IN/PULL OUT
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> By June 2011, 100% of teachers will have engaged in professional development based upon pedagogical and student needs.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<input type="checkbox"/> Processes: In order to satisfactorily plan, implement, and monitor professional development in areas of need teacher surveys, classroom observations, administrative walk-throughs and student data will be conducted and analyzed. Teachers and staff servicing students in SWD/ELL subgroups. Assistant Principals, Internal/External staff developers, Literacy/Math Coach, Data Specialist, Technology staff

	<p>September 2010 through June 2011</p> <p>Monitor and Revise: grade meetings with constructive feedback from Administration, accountability (binders, minutes, agendas, attendance sheets), teacher observations and administrative walk-throughs. Revisions to professional development will be made as necessary.</p> <input type="checkbox"/>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Per Diem - PROFESSIONAL DEVELOPMENT</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

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

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Classroom teachers, IEP teacher and coaches will provide small group instruction during the school day for grades 2-5. They will use tools such as Storytown Strategic Intervention Resource Kit, Destination Reading, Acuity, Lexia, and Wilson programs to ensure students' needs are met. In grades K and 1, teachers will provide small group instruction using Storytown Strategic Intervention Resource Kit as well as individual support via Lexia. In addition there will be SES after school programs for students in K-5.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Classroom teachers, IEP teacher and coaches will provide small group instruction during the school day for grades 2-5. They will use tools such as Destination Math, Acuity, and EDM to ensure students' needs are met. In grades K and 1, teachers will provide small group instruction using EDM. In addition there will be SES after school programs for students in K-5.</p>
<p>Science:</p>	<p><input type="checkbox"/> The science program will require students to learn through inquiry-based investigations. Teachers will incorporate elements of literacy and mathematics to encourage students to strategize and problem-solve. The science cluster teachers and classroom teachers will work collaboratively to monitor at-risk students with science portfolios. Through hands-on experimentations, at-risk students will benefit the most by working with lab equipment to collect data and conduct research in real-life environments. Students will be encouraged to become active scientists with the utilization of science magazines, trade books, and journals to enrich the science content.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> In small groups, the teachers will help students explore social studies content as outlined in the state standards using Storytown guided reading literature.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The at-risk counseling program includes services to assist students, teachers and parents. The goal of the program is increased levels of self-esteem, self-confidence and self-motivation in students. Both emotional and social needs are addressed through individual and small group counseling.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> The school psychologists will consult with teachers and parents to develop intervention plans, conduct short-term counseling with at-risk students and perform direct interventions in the classroom.</p>

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The social worker will meet with at-risk students, their families, teachers, school administration and various agencies to help address the students' social/emotional functioning. The goal is to improve students' academic performance and social/emotional functioning. Counseling and teacher support interventions will also be provided
At-risk Health-related Services:	<input type="checkbox"/> The school health professionals will meet with students, their parents and teachers to discuss and plan strategies that will enhance students' health.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

Grade One and Grade Two

Number of Students to be Served:

LEP 35

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 1 Supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

This document is a draft of the Title III plan for the 2010-2011 school year. As of this date the final numbers for the ESL program and the Bilingual class are not available. Because the final numbers for the ESL program and the Bilingual class are not available, we cannot provide the final number for each program. The school is currently registering new students, reorganizing current students, and waiting for final testing data in anticipation of the 2010-2011 school year. Therefore program placement decisions will not be revised until September 2010. However, there are two areas of the Title III plan that have been identified for revision. The following areas reflect changes that are in place for the 2010-2011 school year. These areas are: Instructional Program and Parent and Community Participation. Changes are described in italics.

P.S. 44R, The Thomas C. Brown School, is located in the Mariners Harbor section of Staten Island. P.S.44R is a reflection of the diverse, low-income community that it serves. The Harbor, as it is affectionately called, has always strived as a community to ensure that its students receive an excellent education. Two critical challenges facing P.S.44R: (1) many of the students have been in several public schools prior to their arrival at P.S. 44, and (2) some of the students have never been in a school environment. The population of the school currently stands at: 883 students. 153 students are in full time special education. 64 students are English Language Learners served by a Freestanding ESL program. 7 students are English Language Learners who also special education students and are placed in a Bilingual Special Education class (12:1:1). Approximately 50 students receive SETTS services.

The ESL (English as a Second Language) program at P.S.44R is designed to meet the New York State Standards in English as a Second Language. The Bilingual Special Education class is designed to meet the New York State Standards in ESL within a special education setting. The primary objective of the ESL/Bilingual programs is to enable students to achieve academic proficiency in their second language (English). Students who achieve proficiency, as determined by the NYSESLAT (New York State English as a Second Language Achievement Test), will be able to handle content area instruction in English. The Freestanding ESL program provides instruction to 64 beginning, intermediate, and advanced ELLs (English Language Learners). The bilingual class provides instruction to 7 beginning, intermediate, and advanced ELLs within a 12:1:1 setting. Three approaches utilized in both the Freestanding ESL program and the bilingual class are: (1) the Natural Language Approach, (2) CALLA (Cognitive Academic Language Learning Approach), and (3) the Language Experience Approach.

Title III funds for enrichment/supplementary activities will allow P.S. 44R to sustain language instruction for ELLs beyond the confines of the school day. For the current academic year, *an after-school ESL Academy* has been created to provide ELLs with language instruction and opportunities for language acquisition that extend beyond the classroom. At P.S. 44R, the results of the NYSESLAT taken by ELLs in grades 3, 4, and 5 indicate that proficiency in the modalities of listening and speaking develop ahead of proficiency in writing. While this pattern follows typical second language development, the reality is that ELLs in grades 3, 4, and 5 have oral language skills that far surpass their written language skills. This particular population of ELLs needs to strengthen their written language skills (reading and writing). *For the past two years, either a Saturday ESL Academy or a Saturday Bilingual Academy was offered to students in grades 3, 4, and 5. Despite the addition of a Saturday Instruction program geared toward strengthening reading and writing skills, the testing data for the students in grades 3, 4, and 5 does not show significant progress in reading and writing skills. Therefore, to capitalize on the limited Title III funding available, the instructional focus will shift from the upper grades to the lower grades. It is hoped that by strengthening the reading and writing skills of ELLs in grades one and two, that a strong written language foundation will develop. If ELLs develop strong written language skills in grades one and two, they will be in a position to develop strong content area skills in grades three to five. Due to the age of these ELLs, the Title II program will be offered after school.* During the regular school day these ELLs receive instruction in English. *The after-school ESL Academy will run for approximately 38 sessions (dates to be determined in the fall of 2010). The after-school ESL Academy will be staffed by two teachers and an administrator. Each teacher will have a class of students. Since it is anticipated that enough ELLs will enroll in the program to fill two classes, two teachers are necessary. The two teachers who will be teaching the ELLs are certified in ESL. This program is the only instructional program that will take place in the school building after the regular school day ends, which necessitates the presence of an administrator. Therefore, the after-school ESL Academy will also be staffed by one administrator. The after-school ESL Academy is open to all ELLs in grades one and two. For the 2010-2011 school year, the after-school ESL Academy will feature language instruction in English. The first goal is to develop skills and strategies that ELLs in grades one and two can use to improve reading ability. The second goal is to develop skills and strategies that these ELLs can use to improve writing ability.*

The after-school ESL Academy utilizes the Camp Can-Do curriculum (Levels 1 and 2). The focus of this curriculum is to improve the students' skills in English Language Arts. Camp Can-Do is a highly interactive curriculum that enhances language development. A prominent feature of the Camp Can-Do curriculum is the extensive take home activities provided to the students such as: (1) mini-books made by the students, (2) personalized vocabulary cards and (3) alphabet cards. Student progress is tracked through pre and post tests. Prominent features of this curriculum include: (1) teacher modeling of learner strategies, (2) guided practice to reinforce language skills and (3) independent practice to reinforce both learner strategy and specific language skills.

The Rigby ELL Assessment Kit will be utilized to track student progress across four language domains, with a particular emphasis on reading and writing skills. A prominent feature of the Rigby ELL Assessment Kit is the four step process to help students achieve grade level

proficiency. The four steps are: (1) screen, (2) assess, (3) inform, and (4) instruct. Through this curriculum, assessment data will be used to inform subsequent instruction.

The following perishable classroom materials will be purchased for the after-school ESL Academy: paper, pens, crayons, pencils, folders. This items will be used to support the literacy program described above.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The two teachers who will be providing instruction in the after-school ESL Academy have a variety of professional development opportunities available to them. The professional development opportunities described below are not funded with Title III money. Teachers are made aware of the professional development opportunities via e-mails. The Office of English Language Learners, in conjunction with the New York City Department of Education, offers a variety of workshops throughout the school year. Interested educators may register for the workshops of their choice using the Protraxx registration system. Each teacher is able to customize his/her professional development. The Integrated Curriculum and Instructional Learning Support Organization sponsors workshops tailored to the specific needs of English Language Learners. The ICI is a research based organization that has three approaches to the teaching and learning of English as a Second Language. The first approach is a constructivist approach in which teachers and students are partners in the creation of knowledge. The second approach is a collaborative team based approach in which teachers of English Language Learners become partners with teachers of special education students and teachers of general education students. In thsi approach, teachers are taught to view themselves as part of a larger instructional team. The third approach is a reflective teaching approach in which teachers are taught to think critically about their teaching practices in order to affect change. Reflective teaching encourages teachers to keep effective teaching strategies and to discard ineffective teaching strategies. The Manhattan/Staten Island Bilingual Education Technical Assistance (BETAC) offers resources and training to teachers of ELLs. BETAC focuses on effective teaching strategies for ELLs, and focuses on teaching and learning practices that are culturally and linguistically responsive to the needs of ELLs. The two teacehrs who will be providing instruction in the after-school ESL Academy routinely attend workshops offered through the Office of English Language Learners, ICI, and the Manhattan/Staten Island BETAC.

Section III. Title III Budget

—
School: PS 44
BEDS Code: 353100010044

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,543.23	<input type="checkbox"/> Per session salaries for 2 teachers and 1 administrator for 38 sessions (for an after-school ESL Academy). $(Teachers) * (Total Hours) * (Rate Per Hour) =$ $(1) \qquad (76) \quad (\$49.89) \quad = \quad \$3,791.64$ $(1) \qquad (76) \quad (\$49.89) \quad = \quad \$3,791.64$ <p style="text-align: right;">Subtotal = \$7,583.28</p> $(Administrator) * (Total Hours) * (Rate Per Hour) =$ $(1) \qquad (95) \qquad (\$52.21) \quad = \quad \$4,959.95$ <p style="text-align: right;">Subtotal = \$4,959.95</p> <p style="text-align: right;">Total = \$12,543.23</p>
Purchased services - High quality staff and curriculum development contracts	\$0.00	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,456.77	<input type="checkbox"/> These purchases include perishable classroom materials and curriculum supplies for the after-school ESL Academy. $Perishable classroom materials (paper, crayons, pencils, and folders) = \242.84

Subtotal = \$242.84

Curriculum Supplies

Camp Can-Do Level 1 Entire Program = \$692.95

Camp Can-Do Level 1 Activity 10 pack books = \$199.95

Camp Can-Do Level 2 Entire Program = \$672.95

Camp Can-Do Level 2 Activity 10 pack books = \$199.95

Rigby ELL Assessment Primary Kit = \$262.92

= \$2,028.72 **Subtotal**

		Shipping and Handling \$185.21	Subtotal	=
		\$2,456.77	Total	=
Educational Software (Object Code 199)	\$0.00	N/A		
Travel	\$0.00	<input type="checkbox"/> N/A		
Other	\$0.00	N/A		
TOTAL	0			

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

As of this writing, there is no change to the Language Translation and Interpretation policy at P.S. 44R.

Both quantitative and qualitative methodologies were used in the analysis of the need for translation services at P.S. 44R. Three sources of data that inform this particular needs analysis are: (1) School Progress Report, (2) Quality Review, and (3) Learning Environment Survey. These three documents are available through the school's DOE website and are quantitative in nature. The Parent Coordinator distributed a survey to all parents at the beginning of the school year. This survey is qualitative in nature. Based on the information in the School Progress Report, the Quality Review, the Learning Environment Survey and the Parent Survey, the largest translation need is Spanish. Of the 77 English Language Learners at P.S. 44R, 73 students have Spanish as a native language, 1 student has French as a native language, 1 student has Urdu as native language, 1 student has Arabic as a native language and 1 student has Romanian as a native language. The English Language Learner population at P.S. 44R is predominately Spanish speaking. Clearly the most immediate translation need is for documents to be translated from English into Spanish.

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

As of this writing, there is no change to the Language Translation and Interpretation policy.

Based on events that occur throughout the school year and impact the ELL population, there are three types of events that require oral interpretation. These events are: Parent Teacher Association meetings, Parent Workshops, and Open School Day/Night. The school community is aware that oral translation from English to Spanish is a necessity at these events. Any time a letter from the administration to parents/guardians regarding important issues is to be sent home, the administrators at P.S.44R recognize that there is a need for the letter to be sent home in English and in Spanish. Parents/Guardians expect to receive information in both languages. P.S. 44R also utilizes the

services of the Office of Language Translations and Interpretation to help facilitate translation of essential day to day information such as letters to the parents, trip slips, invitation to classroom activities, etc.

Part B: Strategies and Activities

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

As of this writing, there is no change to the Language Translation and Interpretation policy.

P.S.44R will provide written translations of the following languages: Spanish, French, Urdu, Romanian and Arabic. Documents to be translated into Spanish can be done in-house by school staff or parent volunteers. Documents to be translated into Urdu, French, Romanian and Arabic will be sent to the Office of Language Translation and Interpretation

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

As of this writing, there is no change to the Language Translation and Interpretation policy.

P.S.44R will provide oral interpretations of the following languages: Spanish, French, Urdu, Romanian and Arabic. Examples of oral interpretation services that P.S.44R will provide are: (1) School staff/parent volunteers who will translate from English to Spanish (2) Parent Coordinator will arrange for translators in French, Urdu, Romanian and Arabic

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

As of this writing, there is no change to the Language Translation and Interpretation policy.

P.S.44R will fulfill the Chancellor's Regulations regarding parental notification requirements in the following ways:

- (1) The school will provide a translation of any document that contains individual specific student information such as consent forms, and legal and disciplinary matters, etc.
- (2) Signs will be posted throughout the school in Spanish, French, Urdu, Romanian and Arabic as necessary.
- (3) The school will provide oral interpretation through telephone calls.

- (4) The school will provide written translation in a timely manner in Spanish, French, Urdu, Romanian, and Arabic.
- (5) School members will utilize the on-line translation services of the Office of Language Translation and Interpretation.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	551149.00	9367.00	560516
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,511.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,567	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$55,115	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

On going professional development based on needs assessment/teacher survey to ensure that we will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.



PART I - GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school’s expectations for parental involvement based upon the District Parental Involvement Policy. [Section 1118- Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

The Thomas Brown School P.S.44 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school district will incorporate this district wide parental involvement into its LEA plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of the participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the one percent Title I, Part A funds reserved for parental involvement is spent and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Thomas Brown School P.S.44 will take the following actions to involve parents in the joint development of the District Wide Parental Involvement plan under Section 1112 of the ESEA:

School Leadership Inquiry Team (SLT)
Community Education Council 31 District (CEC)
Office of Family Engagement
District Family Days hosted by the DFA's office

2. The Thomas Brown School P.S.44 will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

Annual Parent Survey
P.B.I.S. Program School wide and Home Matrix

3. The Thomas Brown School P.S.44 will provide the following necessary coordination, technical assistance, and other support to assist Title 1, Part A schools in planning and implementing effectual parental involvement activities to improve student academic achievement and school performance:

Parent Workshops

PTA Meetings
Parent Coordinator Family Outreach
Supplemental Educational Services (SES) – Free Tutoring including the READ Foundation catering to students in grades K and I to promote fluent reading skills
ARIS Parent Link – which provides up to date academic information about their child. It is available in 9 languages.
STORY TOWN – School-wide reading program
(Pre-K – 5) host Parent Workshops to empower parents to create an environment at home to inspire their child’s LOVE for reading
Dial A Teacher
PBIS At Home Matrix
Saturday Success Program for ESL students

4. The Thomas Brown School P.S.44 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Such as: Head Start, Reading First, Early Reading First, UAU, Virtual Y, Girl Scouts, Boy Scouts, S.I. Mental Health, Child Health Plus) by:

Staten Island Mental Health Society/District 31 school reading volunteers program
Girl Scouts/Boy Scouts
UAU and Virtual Y programs offering a wide array of resources such as parent workshops, community service projects, performing arts and culminating events

5. The Thomas Brown School P.S.44 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Annual Parent Survey
Parent Teacher Conference Quality Review Survey

NOTE: This evaluation will be conducted by the Parent Coordinator with the assistance of the PTA Executive Board. In accordance with our “Parents are Important” rule and our firm belief that every voice counts, we have developed a formula of Parents + Schools + community = successful students. Our goal is to empower the parents with the necessary tools and information, giving particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. We will provide the following free workshops and classes through our local Community Based Organizations (CBO):

ESL Classes
GED Classes
Resume Writing
Computer 101

6. The Thomas Brown School P.S.44 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

PART IV ADOPTION

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

(Signature of Principal)

(Date) _____

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students,

are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Current Status from 2009-2010 NYSTART

For grade 3 ELA, **79%** of general education (GE) students scored level 1 and 2; **20%** of GE students scored a level 3; and **1%** of GE students scored level 4 (90- total tested). For grade three ELA **97%** of SWDs scored level 1 and 2 ; **3%** of SWDs scored level 3; and **0%** of SWDS scored level 4 (31- total tested).

For grade 4 ELA, **63%** of GE students scored level 1 and 2; **36%** of GE students scored a level 3; and **1%** of GE students scored a level 4 (84 – total tested). For grade four ELA **95%** of SWDs scored level 1 and 2; **4%** of SWDs scored level 3; and **0%** of SWDs scored level 4 (45- total tested).

For grade 5 ELA, **66%** of GE students scored level 1 and 2; **29%** scored level 3; and **5%** scored level 4 (82 – total tested). For grade 5 ELA, **95%** of SWDs scored level 1 and 2; **5%** scored level 3; and **0%** scored level 4 (42 – total tested).

***SEE SCHOOL REPORT CARD**

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- StoryTown Literacy and Everyday mathematics Programs provide opportunities for all children and all subgroups to meet the State's proficient and advanced levels of student academic achievement as Differentiated Instruction and Test Preparation is embedded in both programs and addressed in daily instruction .
 - A pilot program on Grade 5 helps to provide for State proficiency as well as enrichment and accelerated opportunities for all students.
 - We have increased the ratio of teachers to students by providing student teachers from neighboring colleges to our classes with a higher percentage of targeted students.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- The quality of learning time has been increased in the extended day program which is now on two days and provides for Tier 3 intervention for our students working below the State's proficiency levels with trained intervention specialists.
 - Tutoring after school is provided in-house on Tuesday through Friday to all applicants.

- o Help provide an enriched and accelerated curriculum.

- StoryTown Literacy and Everyday mathematics Programs provide opportunities for all children and all subgroups to meet the State's proficient and advanced levels of student academic achievement as Differentiated Instruction and Test Preparation is embedded in both programs and addressed in daily instruction .
 - A pilot program on Grade 5 helps to provide for State proficiency as well as enrichment and accelerated opportunities for all students.
 -
 - o Meet the educational needs of historically underserved populations.

- Our Title 3 ELL Program will be offered twice weekly after school to our ELL students.

- - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- StoryTown Literacy and Everyday mathematics Programs provide opportunities for all children and all subgroups to meet the State's proficient and advanced levels of student academic achievement as Differentiated Instruction and Test Preparation is embedded in both programs and addressed in daily instruction .
 - Our Title 3 ELL Program will be offered twice weekly after school to our ELL students.
 - o Are consistent with and are designed to implement State and local improvement, if any.

- StoryTown Literacy and Everyday mathematics Programs provide opportunities for all children and all subgroups to meet the State's proficient and advanced levels of student academic achievement as Differentiated Instruction and Test Preparation is embedded in both programs and addressed in daily instruction .
 - A pilot program on Grade 5 helps to provide for State proficiency as well as enrichment and accelerated opportunities for all students.
 -

3. Instruction by highly qualified staff.

- Our staff is predominately highly qualified and we will continue to offer ongoing and meaningful Professional Development to foster professional growth.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We are utilizing StoryTown (Pre-K-5), Destination Reading/Math, CCSS training Discovery Education, Acuity(3-5), and Handwriting Without Tears.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Currently our options are limited due to Department of Education hiring restrictions.

6. Strategies to increase parental involvement through means such as family literacy services.

- Workshops
- Family Night
- School Dances
- Scholastic Book Fairs
- Yearbook
- Holiday Fairs
- Multi-Cultural Dinner
- Chuck E. Cheese fundraiser

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We will provide outreach to local Headstart programs to encourage school visitation and participation. We will also provide a comprehensive emergent literacy skills program for all Pre-K students.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Performance Review Survey
- Teacher observations and pre-observation conferencing with administration
- Professional Development workshops for Acuity, Destination Reading/Math, FOSS, Harcourt, StoryTown, CCSS and the integration of Technology

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students'

difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- PPT monthly meetings
- Bi-Weekly Cabinet meetings
- Academic Intervention Services- SES
- Extended Day- LLI

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- ENACT
- Respect for All
- Staten Island Mental Health

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			462,965.00	True	

Title I, Part A (ARRA)	Federal	Yes			9,273.00	True	
Title II	Federal	Yes			233,031.00	True	
C4E	State	Yes			251,897.00	True	
Tax Levy	Local	Yes			4,202,491.00	True	

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Corrective Action (year 1)
- Focused **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Grade 4 data shows eight students who are identified as Limited English Proficient (LEP). Fifty percent of those students are performing on level 1 and fifty percent on level 2. Thirteen fourth graders are identified as Limited English Proficient and SWD in a self-contained class. Seven percent are performing on grade level. Thirty percent are performing on Level two and sixty two percent are performing on Level one. Seventy six percent of LEP students at grade four are performing below Level 3, or grade level standard.

Grade 5 data shows eight students who are identified as LEP. Fourteen percent of those students are performing at level one. Fifty seven percent are performing at level two and twenty eight percent at level three or on grade level. LEPs who are also SWDs total eight students. Thirty seven percent are performing on level one, sixty two percent on level two and zero percent on grade level, level 3. Seventy five percent of the LEPs who are also SWDs made positive gains on the state ELA Test. Twenty five percent made negative gains. Twenty eight percent of LEPs in grade 5 made positive gains. Seventy two percent made negative gains. SWDs who are not LEPs showed fifty percent gains. Thirty six percent made negative gains and fourteen percent made no gains or had no scores for the grade three tests.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

(See Appendix 1: Academic Intervention Services pg. 19 and Section VI Action Plan ELA, pages 15-16).

Grade 4	Number Ss.	LEP	SWD	LEVEL 1	LEVEL 2	LEVEL 3	GAINS +	GAINS -
	21	-	-	38%	38%	24%		
	8	X		0	4	4		
	13	X	X	8	4	1		
Grade 5	15							
	8	X	X	3	5	0	6	2
	7	X		1	4	2	2	5

Grade 5 students with IEPs = SWDs in regular education classrooms:

22 students

Gains + : 11 Students or 50%

Gains - : 8 students or 36%

No Gains: 3 students or 14%

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

10 percent of the Title 1 funds have been set aside for high quality professional development to address the academic area identified in part A.

ELA professional development: coverage teachers for professional development in ELA

ICI Teacher Trainings: coverage teachers for Professional Development in core subject areas/ Science

ELL Trainings: HQPD through the ICI and District

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

-
- Mentors who are role models will be utilized to encourage protégés in setting and attaining short and long term goals.
- Mentors will guide protégés to become organized and professional while developing a trusting relationship.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

-
- Notification of parents describing the continuous process of professional development and school improvement will be delivered in a monthly newsletter, school calendar, PTA meetings, translated Principal notification, and phone calls from Parent Coordinator.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

7

2. Please describe the services you are planning to provide to the STH population.

P.S. 44's school community strives to offer the appropriate support to such families in this situation. The school counselor provides counseling and works collaboratively with a temporary housing family worker to ensure a smooth transition from temporary housing to permanent housing.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_31R044_030411-103338.docx

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster DSSI Cluster 06	District 31	School Number 044	School Name Thomas C. Brown
Principal Joseph A. Miller	Assistant Principal Cynthia Bradley		
Coach Nadine O'Brien	Coach		
Teacher/Subject Area Elba McGarry/ESL teacher	Guidance Counselor		
Teacher/Subject Area Sonia Rodriguez/Bil. Sp. Ed.	Parent		
Teacher/Subject Area	Parent Coordinator Wonda Williams		
Related Service Provider	Other		
Network Leader Debra Van Nostrand (CFN 609)	Other Sarah L. Hamilton/ESL F-Status		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	809	Total Number of ELLs	80	ELLs as Share of Total Student Population (%)	9.89%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

P.S 44R is a Pre-Kindergarten through Grade Five elementary school located in Mariner's Harbor, Staten Island. The total number of students enrolled at P.S. 44R including Pre-Kindergarten is 895. The number of students enrolled at P.S. 44R NOT including Pre-Kindergarten is 809. For the purposes of the LAP student enrollment is considered to be 809 (this number is reflective of grades K-5). As of this writing, there are 80 students who receive English Language support services. 71 students are in the Freestanding ESL program. 9 students are in the Bilingual Special Education class. There are 4 X-coded students. These students' demographic and assessment information has been included with the Freestanding ESL program information. 9.89% percent (80 out of 809) are classified as English Language Learners (ELLs). The current ELL population at P.S.44R includes students whose native languages are Spanish, French, Chinese, Romanian, and Urdu.

Upon arriving at P.S. 44R for registration, each parent or guardian is given a HLIS (Home Language Information Survey) form to be completed. The LAB-R (Language Assessment Battery-Revised) Coordinator is responsible for reviewing the answers to questions one through eight. Questions one through four comprise Part I. Questions five through eight comprise Part II. Eligibility to be given the LAB-R is determined through parent responses to the questions in Part I and Part II based on the following guidelines. The LAB-R is to be administered if the parent checks a language other than English for at least one question in Part I and at least two questions in Part II. If a parent checks a language other than English for at least one question in Part I, checks a language other than English for question number five in Part II and checks English for questions six, seven and eight in Part II, then that parent will be interviewed. A review of the HLIS forms and parent interviews will be conducted by a certified teacher of ESL (English as a Second Language) or Bilingual Education.

In accordance with state regulations, the HLIS forms for all newly admitted students at P.S. 44R are reviewed by the LAB-R coordinator to determine if the LAB-R needs to be administered. This is done almost immediately. Eligible students are administered the LAB-R within ten days of admission. Based on the results of the LAB-R, a parent orientation is scheduled as needed. In the beginning of the school, a parent orientation takes place in September. Other parent orientations will occur throughout the year as needed. Once the HLIS forms have been reviewed and any necessary parent interviews have been conducted, the LAB-R test is administered to eligible students. Based on the results of the LAB-R, a child can be classified as beginner, intermediate, or proficient in terms of English language ability. Children who are classified as proficient are not eligible for and do not receive English language development support services. A letter is sent home to the parents/guardians of these students stating that the students were administered the LAB-R and do not qualify for English language development support services based on their scores. Children who are classified as either beginner or intermediate are eligible for and can receive English language development support services. These children will now be classified as "ELLs" (English Language Learners). Those children whose native language is Spanish are also administered the Spanish LAB to determine language dominance.

Children who receive English language development support services will be administered the NYSESLAT (New York State English as a Second Language Achievement Test) on an annual basis to determine progress and continued eligibility. The NYSESLAT traditionally takes place in May. Parents will be sent letters with the specific dates for the listening, speaking, reading and writing components of the NYSESLAT ahead of time.

When a child is determined to be eligible for English language development support services, an entitlement letter is sent home to the parent/guardian with a line on the bottom of the page where the parent/guardian should sign his/her name and return the signed letter to school. The ESL teacher keeps a copy all entitlement letters that have been sent home with the students. Copies of entitlement letters are kept on file because a variety of situations occur. Sometimes the parents/guardians rip off the bottom of the entitlement letter and only return the part of the letter with their signature. Sometimes the entire letter is returned with a parent/guardian signature at the bottom. Sometimes there is no response. In cases where entitlement letters are not returned, the ESL teacher will call the home. The

entitlement letters are sent home in the student's native language and in English. An invitation will also be included with the entitlement letter indicating when, where and what time the orientation will take place. The ESL teacher also calls each student's home to encourage and remind parents/guardians to attend the orientation.

At the orientation parents/guardians are welcomed with refreshments and must sign in. An agenda is handed out. The typical agenda for an orientation is: Greeting and introduction, Criteria for identification of ELLs (HLIS form), notification of LAB-R results, overview of ELL programs, District 31 options for ELLs, viewing of the orientation video for parents of English Language Learners, a question/answer period and the explanation of and completion of the Program Selection Form. Parents complete the Program Selection Form and return it to the ESL teacher.

The proficiency of ELLs is determined through the annual administration of the NYSESLAT. Based on the scores each student receives on the Listening, Speaking, Reading and Writing test, each student is assigned an overall level of proficiency ranging from beginning through proficient. Students who have achieved an overall level of proficiency are no longer eligible to receive English language development support services. These students are eligible for two years of transitional support services. The parents of these students are notified by letter at the beginning of the school year. A copy of this letter is kept on file. The letter is sent home in the student's native language and English. Parents are encouraged to contact the ESL teacher if they have questions. Students who have achieved an overall level of beginning, intermediate or advanced continue to be eligible to receive English language development support services. The parents of these continuing ELLs are notified by letter at the beginning of the school year. The letter is sent home in the student's native language and English. A copy of this letter is kept of file. At the bottom of this letter there is a line for the parents to sign and return. Parents are encouraged to contact the ESL teacher if they have any questions.

At P.S. 44R students who have been identified as ELLs fall into three categories: 67 students in the freestanding ESL program, 9 students in the bilingual special education class and 4 X-coded students. Students are placed into the freestanding ESL program in the following way: They test in through their scores on the LAB-R. The LAB-R discriminates between the beginning and intermediate levels. All students continuing in the freestanding ESL program at P.S. 44R are in the program according to parent/guardian choice. Students are placed into the bilingual special education class based on two types of evaluation. The first type of evaluation is based on language development. The ESL teacher administers the LAB-R and the Spanish LAB to the child. The LAB-R determines whether or not the student is eligible for language development support services. The Spanish LAB determines whether or not Spanish is the dominant language for the student. Students placed into bilingual special education class initially have Spanish as their dominant language. The second type of evaluation is based on cognitive ability. The school bilingual psychologist administers a battery of clinical diagnostic tests. The results of these tests are compiled into a clinical report. Based on the clinical report, the student is recommended for bilingual special education. Each student in the bilingual special education class has an IEP that indicates bilingual education as the mode for language development support.

Students who are X-coded have been identified as ELLs and are in special education classes. This is an interesting category of ELLs because while they are identified as ELLs and therefore take the NYSESLAT, they do not receive language development support services. An ELL becomes X-coded through classroom teacher/ESL teacher observation that the student's academic difficulties may be attributed to a cognitive issue rather than simply not knowing English. Teacher observation is followed by clinical evaluation. The School Based Support Team (SBST) determines whether or not the student's academic difficulties are because of a cognitive issue rather than a language issue. The decision is made whether or not language development support services should be continued. In the case of X-coded students, the decision was made that language development support services should NOT be continued. Once a student is X-coded he/she no longer receives language development support services. However, an X-coded student still takes the NYSESLAT and continues to be identified as an ELL.

The current ESL teacher at P.S. 44R began her position at the school in the 2007-2008 school year. Therefore the discussion of program selection trends is confined to the following school years: 2007-2008, 2008-2009, 2009-2010 and the current 2010-2011 school year. In the 2007-2008 school year, a review of the parent selection forms and continued entitlement letters on file, reveals that 10 ELLs were in the bilingual special education class, 65 ELLs were in the freestanding ESL program and 1 ELL was X-coded. In that year, there were 17 newly identified ELLs. The parents/guardians of all 17 ELLs chose the freestanding ESL program.

In the 2008-2009 school year, a review of the parent selection forms and continued entitlement letters on file, reveals that 10 ELLs were in the bilingual special education class, 72 ELLs were in the freestanding ESL program and 9 ELLs were X-coded. In that year, there were 17 newly identified ELLs. The parents/guardians of 16 ELLs chose the freestanding ESL program. 1 parent/guardian chose a dual language program. When it was explained to the parent that P.S. 44R does not currently have a dual language program, that parent selected the freestanding ESL program instead. In the 2009-2010 school year, a review of the parent selection forms and continued entitlement letters reveals that 7 ELLs are in the bilingual special education class, 6 ELLs have been X-coded and 64 ELLs are in the freestanding ESL program. In this year there were 11 newly identified ELLs. The parents/guardians of 7 ELLs chose the freestanding ESL program. The parents/guardians of 2 ELLs chose a transitional bilingual education class. These 2 ELLs were placed in the freestanding ESL program because not enough parents chose a transitional bilingual education class as the mode of language development support services. The parents who chose a bilingual education class were informed that their children will be placed into the ESL program instead. If 13 more parents/guardians of ELLs who share a native language choose a transitional bilingual education

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																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	13	10	7	6	12								63
Chinese	1	2	0	1	0	1								5
Russian														0
Bengali														0
Urdu		1	1											2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	16	16	11	8	6	14	0	71						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The freestanding ESL program at P.S.44R is a combination of push-in and pull-out services. The push-in component is restricted to the Kindergarten and first grade. The pull-out component will service students in grade two, grade three, grade four and grade five. Kindergarten and first grade ELLs at P.S. 44R will be receiving ESL instruction at the same time regardless of proficiency level. Since beginning, intermediate and advanced students are grouped together, the push-in component of the freestanding ESL program is heterogeneous. ELLs in the remaining grade levels will be pulled of their assigned classrooms. The pull-out groups are ungraded since more than one grade will be serviced at one time. The pull-out groups are heterogeneous since more than one proficiency level will be serviced at one time. All beginning and intermediate ELLs in the freestanding ESL program will receive 360 minutes of ESL instruction. All advanced ELLs will receive 180 minutes of ESL instruction from the ESL teacher and 180 minutes of ELA instruction from their classroom teacher. The language of instruction is English. While the language of instruction is English, the ESL classroom has a library that features books in Spanish and in English.

To support the freestanding ESL program, there is one full-time teacher and one part-time teacher (two days a week). P.S. 44R is beginning an initiative to phase out the pull-out component of the freestanding ESL program and to phase in the push-in component. The challenge of the push-in component is that additional staffing is required. This year the push-in component could only be phased in on the kindergarten and first grade level due to staffing constraints. As additional funding becomes available, additional qualified ESL teachers will be hired to provide more push-in components to the freestanding ESL program.

The push-in component of the freestanding ESL program at P.S. 44R is on the Kindergarten and first grade levels. The ESL teacher will be pushing into the classroom during the literacy portion of the curriculum. The structure of the lessons in the Storytown Reading Curriculum and the Storytown Writing Curriculum follows a general pattern. There is a whole group mini-lesson in which the concept for the unit of study is introduced. After the mini-lesson, the students are split into small groups for specialized instruction. At the end of the lesson, the entire class re-groups for a whole class share. The majority of the instruction time is spent working with the students in small groups. The language of instruction is English. Additional language support is provided to ELLs through the use of individualized word walls, use of

increased visual aids, and explicit grammar instruction when necessary.

The pull-out component of the freestanding ESL program serves students in second grade, third grade, fourth grade, and fifth grade. The focus of instruction is strengthening the students' abilities in spoken and written English. The freestanding ESL program supports the Storytown literacy curriculum in place at P.S. 44R by utilizing a workshop model. A typical lesson in the freestanding ESL program features a mini-lesson, small group work, and a whole class re-grouping. The ESL classroom is a print-rich environment with charts, pictures, graphic organizers, and a word wall on display. The classroom library contains books in English and Spanish. The development of basic vocabulary for second grade students is supported through the use of repetition of core words. Core words are taught through songs, pictures, and books. Total Physical Response (TPR) is also employed to keep the youngest ELLs engaged. The development of content area vocabulary for third, fourth, and fifth grade ELLs is supported through the use of "Sensational Sentences". "Sensational Sentences" is a contemporary method of scaffolding vocabulary development. It is predicated on the idea that the target vocabulary word is taught in conjunction with more basic equivalents. For example, the target vocabulary word is "squabble". The word "squabble" is introduced via the word "fight" and is associated with the word "disagree". Through the student's prior knowledge of the word "fight" and access to the word "disagree", the more complex word "squabble" is introduced.

In both the push-in and the pull-out components of the freestanding ESL program, differentiated instruction will take place. Differentiated instruction is particularly important since the ELLs are heterogeneously grouped. Scaffolding methods such as "Sensational Sentences", the increased use of visuals, personalized word walls, and "Think-Pair-Share" will be utilized to support the development of academic language.

To meet the diverse needs of the ELLs, CALLA (Cognitive Academic Language Learning Approach) will be used. This approach is uniquely suited to the diverse needs of the ELLs at P.S.44R. For ELLs receiving no more than three years of language development support services, CALLA is vital to developing social, strategic language skills while developing academic language skills. ELLs in this category face a double challenge because these students are expected to develop both the social language they need to function within their community and these students are expected to develop academic language in time to take the required New York State ELA and Math tests. For ELLs receiving four to six years of language development support services, CALLA can be adapted to help the students develop more sophisticated content area vocabulary and more complex written skills.

The long-term ELLs, who have received more than six years of language development support services, have had tremendous difficulty in acquiring reading and writing skills at P.S. 44R. An initial evaluation of these students' records show that three of the students are also students with disabilities. This will be the seventh year of ESL for all four students. It is possible that this group of students have cognitive issues in addition to poor language development. For these students, a series of needs assessments should take place. In terms of ESL instruction, the ESL teachers will evaluate these students carefully to determine the greatest areas of weakness. For ELLs who have been identified as special education students, the written language skills (reading and writing) remain a huge challenge. The biggest difficulty in terms of reading is stamina. The ESL teachers will be focusing on ways to develop greater concentration and stamina when reading academic content. The biggest difficulty in terms of writing is the ability to take information, think about the information critically, and then write a coherent response. This population of students has a wealth of ideas that get lost in between their minds and their written responses. The ESL teachers will be focusing on strategies that will enable the students to read about a topic, think about a topic, and write about a topic in an organized way. CALLA is suited to the needs of these students through the intensive use of graphic organizers.

The bilingual special education class is self-contained. The class is ungraded since students at the first, second and third grade levels are in the same class. Clearly this is a heterogeneous class. There is one full-time teacher and one full-time paraprofessional assigned to the class. In accordance with the 12:1:1 ratio, the paraprofessional assists each student in the class and is not assigned to any individual child. While this is a special education class, it is also a bilingual class. The students' shared native language is Spanish. Because it is a bilingual class, the proportions of the native language to English instruction follow the city wide standard for a transitional bilingual education program. This standard indicates that at the beginning of the school year, approximately 70% of instruction is conducted in Spanish, with the remaining 30% of instruction conducted in English. Toward the middle of the school year, instruction shifts to approximately 50% of instruction in Spanish and 50% of instruction in English. By the end of the school year, approximately 30% of instruction is conducted in Spanish, with a remaining 70% of instruction conducted in English. To achieve steady progress toward the goal of supporting the students' native language development while improving the students' English language development, the teacher alternates the language of instruction on a weekly basis. For example, at the beginning of the school year, one week of instruction is delivered in Spanish 70% of the time (the remaining 30% is delivered in English). The next week of instruction is delivered in English 70% of the time (the remaining 30% is delivered in Spanish). Spanish dominant weeks alternate with English dominant weeks until the middle of the school year when English dominant weeks slowly begin to increase. By the end of the year, the dominant language of instruction is English with continued native language support.

Content area instruction in the bilingual special education class presents unique challenges to the teacher. For native language arts instruction, balanced literacy is combined with explicit phonics instruction in Spanish. Students receive a total of 90 minutes of native language arts instruction in a day through the Reading Workshop, the Writing Workshop and explicit phonics instruction in Spanish as

needed. For English language arts instruction, students receive a total of 360 minutes per week. As part of the mandated 360 minutes of dedicated English language instruction per week, instruction is divided between balanced literacy (), social studies and science. Wilson Phonics is a program designed to build phonemic awareness in English. This program is used to support the English language development of the students in this class.

The bilingual special education class utilizes Everyday Math for mathematics instruction. Math instruction is delivered through a workshop model. At the beginning of the math workshop, students at all grade levels listen to the math message together. The math message is an introduction to the concept being taught. After the math message and the mini lesson, students are split up according to ability. At the end of the lesson, the entire class regroups and a whole group share about the concept occurs. In a Spanish language dominant week, the majority of instruction is in Spanish. In an English language dominant week, the majority of instruction is in English.

The bilingual special education class utilizes the Harcourt program for science. Since the majority of the students in this class are on a second grade level, the teacher follows the second grade science curriculum and differentiates instruction for the students at the first and third grade levels. In a Spanish language dominant week, the majority of instruction is in Spanish. In an English language dominant week, the majority of instruction is in English.

The bilingual special education class receives instruction in social studies through a series of thematic units. Two examples of thematic units in social studies are: Community and Families, and Mapping. Instruction is differentiated according to grade level. Current events are included. In a Spanish language dominant week, the majority of instruction is in Spanish. In an English language dominant week, the majority of instruction is in English.

In addition to the curriculum described above, the bilingual special education class receives art twice a week and computers once a week. English is the language of instruction for art and computer. For students at the third grade level, test sophistication in English and math is provided throughout the year. As the students in this class are both special education and English language learners, they receive additional services such as hearing, speech and occupational therapy in accordance to their IEPs. Additional instructional materials for this class include an English language listening center, and an extensive classroom library with books in English and Spanish.

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

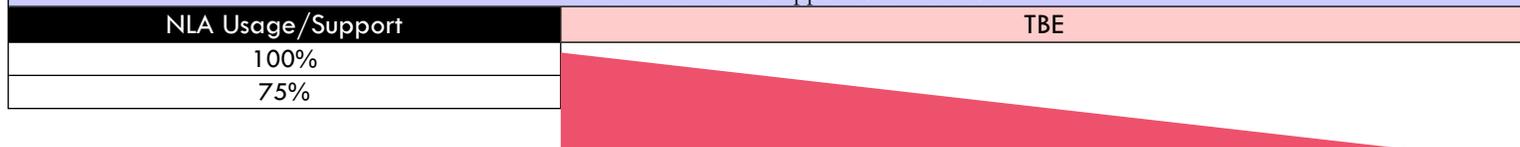
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

At P.S. 44R, three ELL subgroups receive targeted intervention programs. The largest ELL subgroup is the 37 students that have been identified as special education. The following interventions will be provided: differentiated small group instruction, the Destination Reading program, and the Riverdeep Destination Math program. Differentiated small group instruction will engage the students through different learning modalities based on Howard Gardener's theory of multiple intelligences. The Destination Reading program will engage the students through individualized, age appropriate, and diverse content that focuses on the development and comprehension strategies. The Riverdeep Destination Math program will enable the students to master the underlying skills and concepts of the topics presented and apply those skills to solve meaningful problems. The language of instruction for these targeted intervention programs is English.

The second ELL subgroup to receive targeted intervention programs is the group of 22 students receiving language development support services for more than four years but less than six years. These students continue to receive language development support services

due to weak written language skills. To enable these students to improve their understanding of content area knowledge, both reading skills and writing skills need to be strengthened. To improve writing skills, small group instruction that targets content, organization, and editing will be provided. Students will have many opportunities to write daily. The software Lexia will be used by students who struggle with phonemic awareness skills and who need reinforcement in this area. ACUITY will help target additional instruction for individual learning that is aligned to state standards. The language of instruction for these targeted intervention programs is English.

The third ELL subgroup to receive targeted intervention programs are 4 ELLs who have already received at least six years of language development support services. Because these particular ELLs have weak reading and writing skills, the targeted intervention programs utilized for ELLs receiving language support services for more than four years but less than six years will also be used with these particular ELLs. The language of instruction is English.

Samples of student schedules are included for review.

Fourth Grade Pull-Out Beginner/Intermediate student schedule

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Mon.	morning routines	literacy workshop	ESL	ESL	lunch	math workshop	math/science
Tues.	Prep computers	ESL	ESL	literacy workshop	lunch	math workshop	math/S.S.
Wed.	morning routines	prep science	ESL	ESL	lunch	math workshop	math/S.S.
Thurs.	morning routines	literacy workshop	prep S.S.	literacy workshop	lunch	math workshop	math/science
Fri.	morning routines	literacy workshop	ESL	ESL	lunch	math workshop	math/science

First grade push-in schedule for beginner, intermediate and advanced ESL students

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Mon.	ESL push-in	literacy	literacy	math	lunch	art Prep	S.S.
Tues.	ESL push-in	literacy	literacy	math	lunch	gym prep	science
Wed.	literacy	literacy	ESL push-in	ESL push-in	lunch	ESL push-in	ESL push-in
Thurs.	computer prep	literacy	literacy	ESL push-in	lunch	math	art
Fri.	literacy	literacy	health	math	lunch	ESL push-in	math

Fifth grade pull out schedule for advanced ESL students

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Mon	literacy	literacy	math	writing	S.S.	lunch	science

Tues	literacy	ESL	ESL	computers	writing	lunch	literacy
Wed	literacy	literacy	science	math	S.S.	lunch	writing
Thurs	literacy	literacy	math	math	writing	lunch	S.S.
Fri	gym	literacy	ESL	ESL	writing	lunch	science

At P.S. 44R there are five students who reached proficiency on the Spring 2010 administration of the NYSESLAT. All 5 students are entitled to two years of transitional support. For the second grade student who reached proficiency, transitional support will be available through participation in the Title III program. For the fourth and fifth grade students who reached proficiency, transitional support will be available through extended time provided on the ELA, Math and Science tests and focused small group instruction.

For the 2010-2011 school year, the push-in component to the freestanding ESL program has been expanded. In addition to grade 1, the push-in component is currently being implemented in Kindergarten. The bilingual special education class remains in place. The freestanding ESL program will continue to have a strong pull-out component.

At P.S. 44R the following two programs are offered to the entire school population: Virtual YMCA and UAU (United Activities Unlimited). At the beginning of the school year, information was provided to the parents in English and the appropriate native languages about these programs. Virtual YMCA and UAU are enrichment programs that provide the students with a variety of activities, including arts and crafts. Both programs include ELLs among their students. Whenever a program is offered at P.S. 44R, every effort is made to ensure that ELLs' participation is welcomed.

The following technological support for ELLs is in place at P.S. 44R: Laptops are available in the ESL classroom, smart boards are used throughout the school, the school has a computer lab, students receive instruction in computers, overhead projectors are available throughout the school and a variety of computer based instructional materials are utilized. In the pull-out component of the ESL program, Rosetta Stone is used to support the development of oral language and Lexia is used to support the development of written language. Newly enrolled ELLs have the opportunity to participate in a summer reading enrichment program. This program is open to newly enrolled ELLs before the start of the school year. Featured activities include: museum visits and arts instruction.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional development will take place throughout the year for all staff members interested in learning about ways to support the ELLs as they learn. There are various workshops that are under construction for the 2010-2011 school year. Participants will be trained to use CALLA (Cognitive Academic Language Learning Approach) as a way to meet standards and to differentiate instruction. The tentative workshops are as follows:

Topic: What to do with Newly Arrived ELLs

Topic: Analysis of NYSESLAT Data and Implications for Instruction

Topic: Vocabulary Instruction for ELLs

Topic: Assessment Strategies for ELLs

Topic: Content Area Instruction for ELLs

In addition there will be professional development that will be offered through the Division of School Support and Instruction as follows:

Topic: Academic Literacy for ELLs Aligned to Common Core State Standards

Topic: Scaffolding Instruction for ELLs: ESL Strategies for Classroom Teachers

Topic: Academic Literacy for ELLs Aligned to CCSS: Reading & Writing Informational Text

Topic: Academic Literacy for ELLs Aligned to CCSS: Looking at Student Work

Topic: Team Teaching in the ESL Program

Topic: Academic Literacy for ELLs Aligned to CCSS: Curriculum Mapping

These workshops that are being offered through the Division of School Support and Instruction are designed for a team of two teachers from each school in CFN 609. One teacher is an ESL teacher and one teacher is a classroom teacher. These participants will turn key the information provided at the workshops.

Teachers are also made aware of professional development opportunities via e-mails. The Office of English Language Learners in conjunction with the New York City Department of Education offers a variety of workshops throughout the school year. Each teacher is able to customize his/her professional development. These workshops will also satisfy the minimum 7.5 hours of ELL training for all staff (other than those who hold an ESL or Bilingual license) in accordance with Jose P. certification requirements.

E. Parental Involvement

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

At P.S. 44R, the Parent Coordinator plays an active role in the school community. She is responsible for being a liaison between parents and administration. Her role in this school community is to be an advocate for parents' rights, to help parents make the best choices for their children, to "fill a void" (provide a needed service when that service does not already exist), and to listen to parent concerns. Because every Parent Coordinator's job is different, the Parent Coordinator at P.S.44R created a survey that was sent to each parent at the beginning of the school year. This survey serves as a needs analysis for the Parent Coordinator and enables her to organize activities that are meaningful to the parents.

Topics on the parent survey include:

1. Information and Resources
2. Family Fun Nights (Movie night, etc...)
3. Fostering Self Esteem/Bullying/Sibling Rivalry
4. The ABC's of Test Taking
5. Using Technology to Support Academic Achievement
6. Health and Safety
7. Adult Computer Classes
8. Special Education/Understanding your Child's IEP
9. Health and Wellness/Stress Management/Yoga
10. GED/ESL Classes
11. Parent/Child Book of the Month Club
12. Literacy and Academic Strategies
13. Trips to Cultural Places

Parents were given the survey with all of the topics listed above and were asked to indicate whether or not they were interested in that topic. Parents could choose as many topics as they want. Based on the results of this survey, the Parent Coordinator has planned a series of workshops, family nights, outreach programs, and trips.

There is a robust parent volunteer program at P.S. 44R. Parents fill out applications and list their interest and skills. The Parent Coordinator matches the parents' interests and skills to a variety of duties in the school community. For example, parents serve as translators at PTA meetings. Parents also volunteer for school activities such as book fairs and picture day.

The Parent Coordinator organizes a selection of workshops for the parents based on topics of interest. The workshops take place

roughly once a month. Information is sent home in English and Spanish. Translators are present at the workshops. Parents of ELLs are always included in parent outreach efforts through information being made available in Spanish as well as English. An example of a monthly workshop is “Workable Solutions to Everyday Problems”. This workshop will present a variety of strategies that parents can use to overcome the challenges their families may face.

A Provider Fair was recently held at P.S. 44R to inform parents about free tutoring programs available through the school. There are four types of tutoring programs available. The first option is at home tutoring for eligible students. Eligible students are those receiving free lunch or reduced lunch. The second option is a Kindergarten and Grade 1 reading program in which high school students visit P.S. 44R and read to the Kindergarteners and First Graders. The third option is an off-site tutoring program. The fourth option is YMCA sponsored ESL classes for parents.

P.S. 44R has partnerships with three community based organizations. Staten Island Mental Health is an organization that provides resources for parents of special education students. Parents of ELLs are made aware of the resources available to them through Staten Island Mental Health. This is a significant partnership since approximately 1/3 of ELLs are also classified as special education students. Beacon is a community organization that seeks to empower parents by focusing on parenting skills. Parents who find themselves struggling can turn to Beacon for a variety of resources. The YMCA provides ESL classes for parents. The Virtual-Y program is an after-school program run by the YMCA that provides enrichment opportunities for both parents and students.

One of the most active initiatives at P.S.44R is P.B.I.S. (Positive Behavior Intervention Support). This is an initiative implemented by the Parent Coordinator and supported by the administrators and teachers. A central feature of this initiative is the introduction of “Cool Tools”. “Cool Tools” is a method to enable students to think about their behavior and the consequences of their behavior. There are four elements to “Cool Tools”. The first element is a set of behavior expectations for each area of the school building. The behavior expectations are made visible through a series of posters through the building. There are behavior expectations for the classrooms, the cafeteria, the auditorium, the library, the gymnasium, and the playground. The second element is an assembly in which the “right way” versus the “wrong way” to behave is demonstrated. Students participate in identifying the right way to conduct themselves. The third element is a school wide matrix of “I Will” statements. The “I Will” statements are read aloud each morning by a different student to the entire school community during morning announcements. An example of an “I Will” statement from the school-wide matrix is: “I will be respectful.” The fourth element is an at home matrix. The at home matrix is a set of “I Will” statements that apply to the student’s behavior at home. An example of an “I Will” statement from the at-home matrix is: “I will do my homework.”

To support the students’ efforts to conduct themselves in a positive way, Eagle Talons were introduced by the Parent Coordinator. Eagle Talons are slips of paper with a point value on them. Whenever an adult staff member catches a student doing the right thing (“being good”) that staff member can award Talons to the student. Talons can be redeemed at the P.B.I.S. store for items such as stickers, pencils, erasers, notebooks, coloring books, and crayons. The P.B.I.S. store also includes items that students want to earn such as footballs, jump ropes, etc. Good behavior brings its own rewards at P.S. 44R.

There is strong communication between the Parent Coordinator and the parents at P.S. 44R. The Parent Coordinator serves to bring the parents, teachers, and administration together to help the students. Through the efforts of the Parent Coordinator to make information available in English and Spanish, the parents of ELLs are always included in outreach efforts. The Parent Coordinator makes herself available to meet with individual parents as the need arises and is receptive to the needs of the parents. The Parent Coordinator is able to effectively communicate the needs of the parents to the teachers and administrators at P.S. 44R.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	11	3	4	0	3								31
Intermediate(I)	0	5	8	4	3	5								25

Advanced (A)	6	3	4	2	3	6								24
Total	16	19	15	10	6	14	0	0	0	0	0	0	0	80

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		2	0	0	0	0							
	I		5	2	0	0	0							
	A		10	11	4	3	4							
	P		1	2	4	3	8							
READING/ WRITING	B		10	3	2	0	2							
	I		5	8	4	3	5							
	A		2	3	2	3	5							
	P		1	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	2	0	0	7
4	3	8	1	0	12
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		2		1				7
4	1		9		2				12
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			5		7				12
8									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	8		0		4		0		12
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

P.S. 44R uses ECLAS-2 for all students in grade K through grade 2 as an assessment of early literacy skills in English. ECLAS-2 and EL SOL are utilized in the bilingual special education class as an assessment of early literacy skills in English and in Spanish.

TABLE A: ECLAS-2 SPRING 2010 ADMINISTRATION
(SPRING 2010 SCORES REPORTED, STUDENTS' GRADE IN 2009-2010 REPRESENTED)

	Level I	Level II	Level III	Level IV	Level V	Level VI
K	5	7	0	1	0	0
1	2	7	6	1	0	0
2	0	4	1	2	1	2

In Table A, the Spring 2010 ECLAS-2 test scores are reported. The students' grade in 2009-2010 (the previous school year) is represented. Among Kindergarten ELLs, 5 ELLs scored a level 1. 7 ELLs scored a level 2. 1 ELL scored a level 4. Among first grade ELLs, 2 ELLs scored a level 1. 7 ELLs scored a level 2. 6 ELLs scored a level 3. 1 ELL scored a level 4. Among second grade ELLs, 4 ELLs scored a level 2. 1 ELL scored a level 3. 2 ELLs scored a level 4. 1 ELL scored a level 5. 2 ELLs scored a level 6. The main instructional implication based on these scores is that ELLs need targeted support for mastering fundamental reading skills.

TABLE B: EL SOL – FALL 2010 ADMINISTRATION
(FALL 2010 SCORES REPORTED, STUDENTS' GRADE IN 2010-2011 REPRESENTED)

	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1	3					
2	4					
3	2					

*Special Education Bilingual Class

This fall, the Special Education Bilingual class was given EL SOL. The students' grade in the current school year is represented. The main instructional implication based on these scores is that this particular group of ELLs needs targeted support for mastering fundamental reading skills in their native language. Mastery of reading skills in the native language will transfer to mastery in reading skills in English.

TABLE C: FALL 2010 LAB-R ADMINISTRATION
(FOR INCOMING STUDENTS IN THE 2010-2011 SCHOOL YEAR)

Grades in 2010-2011	Level	#of ELLs	Program	Raw Score Range
K	Beginning/Intermediate	10	ESL	0-17
K	Advanced	6	ESL	18-26
1	Beginning/Intermediate	1	ESL	0-21
3	Beginning/Intermediate	1	ESL	0-37
5	Beginning/Intermediate	1	ESL	0-33

Table C displays the results of the Fall 2010 LAB-R administration. The LAB-R was given to eligible newly enrolled students at P.S. 44R. As of the date of this writing, there were 16 eligible newly enrolled students in Kindergarten. Of the Kindergarteners who took the LAB-R, 10 tested at the beginning/intermediate level. Their raw scores range from 0-17. 6 Kindergarteners tested at the advanced level. Their raw scores range from 18-26. There was 1 eligible newly enrolled student in first grade who took the LAB-R and tested at the beginning/intermediate level. Qualifying scores range from 0-21. There was 1 eligible newly enrolled student in third grade who took the LAB-R and tested at the beginning/intermediate level. Qualifying scores range from 0-37. There was 1 eligible newly enrolled student in fifth grade who took the LAB-R and tested at the beginning/intermediate level. Qualifying scores range from 0-33. Of the 19 eligible newly enrolled students who took the LAB-R, 13 tested at the beginning/intermediate level. 6 students tested at the advanced level. The main instructional implication is that the majority of newly enrolled ELLs require eight periods of ESL instruction per week in fundamental language skills. In grades 3 and 5 the main instructional implication is that the oral language skills of these students needs to be strengthened first and then the written language skills can be addressed.

TABLE D: SPRING 2010 NYSESLAT ADMINISTRATION
(SPRING 2010 SCORES REPORTED, STUDENTS' CURRENT GRADE IN 2010-2011 REPRESENTED)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Beginner (B)	10	3	3	0	2	18
Intermediate (I)	5	8	4	3	5	25
Advanced (A)	3	4	2	3	6	18
Total Tested	18	15	9	6	13	61

Table D displays the general proficiency levels of the ELLs. In this table, ELLs are assigned one proficiency level that encompasses both their oral and their written language development. In the current school year, there are 18 first grade ELLs. 10 ELLs are classified as beginners, 5 ELLs are classified as intermediate, and 3 ELLs are classified as advanced. There are 15 second grade ELLs. 3 ELLs are classified as beginners, 8 ELLs are classified as intermediate, and 4 ELLs are classified as advanced. There are 9 third grade ELLs. 3 ELLs are classified as beginners, 4 ELLs are classified as intermediate, and 2 ELLs are classified as advanced. There are 6 fourth grade ELLs. 3 ELLs are classified as intermediate, and 3 ELLs are classified as advanced. (In the fourth grade, no ELLs are currently classified as beginners.) There are 13 fifth grade ELLs. 2 ELLs are classified as beginners, 5 ELLs are classified as intermediate, and 6 ELLs are classified as advanced. The Spring 2010 scores are reported but the students' current grades in 2010-2011 are represented in the tables.

After reviewing the Fall 2010 LAB-R administration and the Spring 2010 NYSESLAT administration, there is a fairly even division of students into the beginner, intermediate and advanced levels. There are 31 ELLs at the beginner level. There are 25 ELLs at the intermediate level. There are 24 ELLs at the advanced level.

Scores for the 2010 Spring NYS English Language Arts test were reported. The students' grade in 2009-2010 (the previous school year) is represented. Among third grade ELLs, 5 ELLs scored a level one. 2 ELLs scored a level two. 0 ELLs scored a level three. 0 ELLs

scored a level four. One student who was in the third grade in 2009-2010 has been held over and are repeating third grade in the current school year. Among fourth grade ELLs, 3 ELLs scored a level one. 8 ELLs scored a level two. 1 ELL scored a level three. 0 ELLs scored a level four. The weakness in written language as indicated from the NYSESLAT modality analysis is also apparent in the results of the ELA. Clearly as ELLs advance in grade levels, the demands place on their written language skills increase. A strong implication for instruction is to focus on strengthening written language development.

In the Spring 2010 ELE (Spanish Reading Test) scores are reported. 1 ELLs was given the ELE. This ELL student scored at the beginning level (1-25 percentile).

Scores for the Spring NYS Math test were reported. The students' grade in 2009-2010 (the previous school year) is represented. Among third grade ELLs, 4 ELLs scored a level one. 2 ELLs scored a level two. 1 ELL scored a level three. 0 ELLs scored a level four. Among fourth grade ELLs, 1 ELL scored a level one. 9 ELLs scored a level two. 2 ELLs scored a level three. 0 ELLs scored a level four.

Scores for the Spring 2010 NYS Science test scores were reported. The students' grade in 2009-2010 (the previous school year) is represented. Among fourth grade ELLs, 0 ELLs scored a level one. 5 ELLs scored a level two. 7 ELLs scored a level three. 0 ELLs scored a level four. An obvious instructional implication based on these scores is that ELLs need more scaffolding in introducing scientific concepts.

Scores for the Spring 2010 NYS Social Studies test scores were reported. The students' grade in 2009-2010 (the previous school year) is represented. Among fifth grade ELLs, 8 ELLs scored a level one. 0 ELLs scored a level two. 4 ELLs scored a level three.

After reviewing the data patterns across proficiency levels on the LAB-R and the NYSESLAT, ELLs at P.S. 44R have stronger oral language development than written language development. After reviewing the data patterns across grades, ELLs at all grade levels demonstrate weakness in written language development. For lower grade ELLs, the weakness in written language development as demonstrated by results from the LAB-R, NYSESLAT, ECLAS-2 and EL SOL indicate that reading and writing instruction need to be strengthened. More intensive instruction in using strategies to build vocabulary will be implemented. For upper grade ELLs, the weakness in written language development as demonstrated by results from the NYSESLAT, ECLAS-2, ELA, MATH AND SCIENCE tests indicate that content area instruction as well as reading and writing instruction need to be strengthened. More explicit instruction in literary genres will be implemented. Upper grade ELLs will be exposed to a variety of content area reading materials along with strategies for understanding the concepts explained in the materials. Upper grade ELLs need more practice in reading and responding to scientific texts, poems, short stories, biographies, fables and word problems.

ELLs in the bilingual special education class are both English Language Learners and special education students. For this population, their language development may not occur at the same rate as their general education counterparts. Due to the additional challenges these students face, their scores are equally low in their native language and in the tests they take in English. This slow pace of language development in both the students' native language and in English is also reflected in the results of the ELL Periodic Assessments. The results of the ELL Periodic Assessments are used to align instruction to the students' needs, to differentiate instruction among the students, and to write individual learning goals for the students.

As has been stated throughout this report, ELLs in the freestanding ESL program have weaker written language development and stronger oral language development. This is a pattern that is seen in all grades. Ways to address the weaknesses in written language development have been described above. The results of the ELL Periodic Assessments are used to align instruction to the students' needs, to differentiate instruction among the students, and to write individual learning goals for the students.

The success of the language development support programs at P.S. 44R is evaluated based on the year to year progress that ELLs demonstrate on the NYSESLAT. The following tables will show the progress that ELLs have made on the NYSESLAT. Progress was evaluated in two ways. The first form of evaluation is a comparison in overall proficiency levels. The second form of evaluation is an analysis of progress within the same proficiency level. Only ELLs with a NYSESLAT score from the Spring 2010 and Spring 2009 administration were considered for this type of analysis. In select circumstances where a Spring 2009 NYSESLAT score was not available, a Spring 2008 NYSESLAT score was used.

The general NYSESLAT scores are divided into two modality aggregates. The NYSESLAT scores are analyzed according to the oral modality (listening/speaking) and the written modality (reading/writing). Four proficiency levels are included: beginner, intermediate, advanced and proficient. Each student's score is reported in both the oral modality and the written modality. It is common for a student to have different proficiencies in each modality.

Among first grade ELLs, in the listening and speaking modality aggregate, 2 ELLs are classified as beginners. 5 ELLs are classified as intermediate. 10 ELLs are classified as advanced. 1 ELLs is classified as proficient. In the reading and writing modality aggregate, 10 ELLs are classified as beginners. 5 ELLs are classified as intermediate. 2 ELLs are classified as advanced. 1 ELL is classified as proficient. As a whole, the first graders oral language development is more advanced than their written language development.

Among second grade ELLs in the listening and speaking modality aggregate, 0 ELLs are classified as a beginner. 2 ELLs are classified as intermediate. 11 ELLs are classified as advanced. 2 ELLs are classified as proficient. In the reading and writing modality aggregate, 3 ELLs are classified as beginners. 8 ELLs are classified as intermediate. 3 ELLs are classified as advanced. 1 ELL is classified as proficient. For the majority of the second graders, their oral language development is more advanced than their written language development.

Among third grade ELLs in the listening and speaking modality aggregate, 4 ELLs are classified as advanced. 4 ELLs are classified as proficient. In the reading and writing modality aggregate, 2 ELLs are classified as beginning. 4 ELLs are classified as intermediate. 2 ELLs are classified as advanced. 0 ELLs are classified as proficient. For the third graders, their oral language development is more advanced than their written language development.

Among fourth grade ELLs in the listening and speaking modality aggregate, 6 ELLs are classified as advanced. 3 ELLs are classified as proficient. In the reading and writing modality aggregate, 3 ELLs are classified as intermediate. 3 ELLs are classified as advanced. 0 ELLs are classified as proficient. For the fourth graders, their oral language development is more advanced than their written language development.

Among fifth grade ELLs in the listening and speaking modality aggregate, 4 ELLs are classified as advanced. 8 ELLs are classified as proficient. In the reading and writing modality aggregate, 2 ELLs are classified as beginning. 5 ELLs are classified as intermediate. 5 ELLs are classified as advanced. 0 ELLs are classified as proficient. For the fifth graders, their oral language development is more advanced than their written language development.

TABLE E: ELLs MOVING FROM OVERALL BEGINNING TO OVERALL INTERMEDIATE PROFICIENCY
(COMPARISON BETWEEN SPRING 2009 AND SPRING 2010 NYSESLAT SCORES)

GRADE IN 2010-2011	NUMBER OF ELLs
Grade 1	1
Grade 2	2
Grade 4	3

Table E shows movement from an overall beginning level to an overall intermediate level on the NYSESLAT. In grade one, 1 ELL went from beginning to intermediate. In grade two, 2 ELLs went from beginning to intermediate. In grade four, 3 ELLs went from beginning to intermediate.

TABLE F: ELLs MOVING FROM OVERALL INTERMEDIATE TO OVERALL ADVANCED PROFICIENCY
(COMPARISON BETWEEN SPRING 2009 AND SPRING 2010 NYSESLAT SCORES)

GRADE IN 2010-2011	NUMBER OF ELLs
Grade 2	2
Grade 3	1
Grade 4	3

Table F shows movement from an overall intermediate level to an overall advanced level on the NYSESLAT. In grade two, 2 ELLs went from intermediate to advanced. In grade three, 1 ELL went from intermediate to advanced. In grade four, 3 ELLs went from intermediate to advanced.

TABLE G: ELLs MOVING FROM OVERALL BEGINNING TO OVERALL ADVANCED
(COMPARISON BETWEEN SPRING 2009 AND SPRING 2010 NYSESLAT SCORES)

GRADE IN 2010-2011	NUMBER OF ELLs
Grade 2	2

Table G shows movement from an overall beginning to overall advanced level on the NYSESLAT. In grade two, 2 ELLs went from beginning to advanced.

TABLE H: ELLs ACHIEVING OVERALL PROFICIENCY

(COMPARISON BETWEEN SPRING 2009 AND SPRING 2010 NYSESLAT SCORES)

GRADE IN 2010	OVERALL NYSESLAT PROFICIENCY LEVEL IN 2010	OVERALL NYSESLAT PROFICIENCY LEVEL IN 2009	TOTAL NUMBER OF ELLs
Grade 2	P	I (NYSESLAT)	1
Grade 4	P	A (NYSESLAT)	2
Grade 5	P	A (NYSESLAT)	2

Table H shows movement toward overall proficiency on the NYSESLAT. These are the students who have passed the NYSESLAT and who no longer receive language development support services. These students receive transitional services for two years. The grade two student was at intermediate proficiency based on the 2009 NYSESLAT score and achieved overall proficiency based on the 2010 NYSESLAT score. The grade four students were at advanced proficiency based on the 2009 NYSESLAT score and achieved overall proficiency based on the 2010 NYSESLAT score. The grade five students were at advanced proficiency based on the 2009 NYSESLAT score and achieved overall proficiency based on the 2010 NYSESLAT score.

The success of the language development support programs at P.S. 44R has been evaluated in terms of improvement in overall proficiency levels in Tables E through H as described above. A total of five students achieved overall proficiency in English and were able to pass the NYSESLAT (Table H). A total of six ELLs moved from an overall level of beginning to an overall level of intermediate (Table E). A total of six ELLs moved from an overall level of intermediate to an overall level of advanced (Table F). A total of two ELLs moved from an overall proficiency level of beginning to an overall level of advanced (Table G). Movement from one overall proficiency level to a different overall proficiency level is the first form of evaluation.

The second form of evaluation is to consider progress within the same proficiency level. Whereas some ELLs made considerable progress and were able to move from one proficiency level to another, other ELLs made progress within the same level. For these students, progress is measured in terms of raw scores and in terms of points gained on the NYSESLAT.

(Table I appears on the next page)

TABLE I: IMPROVEMENT WITHIN THE SAME OVERALL PROFICIENCY LEVEL – BEGINNING
(COMPARISON BETWEEN SPRING 2009 AND SPRING 2010 NYSESLAT SCORES)

GRADE IN 2010-2011	RAW SCORE POINT GAIN 1-10 POINTS	RAW SCORE POINT GAIN 11-20 POINTS	RAW SCORE POINT GAIN 21+ POINTS	TOTAL NUMBER OF ELLs
Grade 1	0	1	0	1
Grade 2	1	0	0	1
Grade 5	0	1	1	2

Table I shows improvement within the beginning proficiency level of the NYSESLAT. Among grade one ELLs, one ELL gained between 11 and 20 points on his/her raw score. In grade two, one ELL gained between 1 and 10 points on his/her raw score. This particular gain may seem small, but it does represent progress. No ELLs in grade three or grade four showed improvement within the beginning proficiency level. In grade five, one ELL gained between 11 and 20 points on his/her raw score. The other ELL gained over 21 points on his/her raw score. A total of four ELLs made progress within the beginning proficiency level of the NYSESLAT.

TABLE J: IMPROVEMENT WITHIN THE SAME OVERALL PROFICIENCY LEVEL –INTERMEDIATE
(COMPARISON BETWEEN SPRING 2009 AND SPRING 2010 NYSESLAT SCORES)

GRADE IN 2009-2010	RAW SCORE POINT GAIN 1-10 POINTS	RAW SCORE POINT GAIN 11-20 POINTS	RAW SCORE POINT GAIN 21+ POINTS	TOTAL NUMBER OF ELLs
Grade 2	3	3	0	6
Grade 5	0	1	0	1

Table J shows improvement within the intermediate proficiency level of the NYSESLAT. No grade one or grade three or grade four ELLs showed improvement within the intermediate proficiency level. Among grade two ELLs, three ELLs gained between 1 and 10 points on their raw scores. Although this gain is slight, it still represents progress. In grade five, one ELL gained between 11 and 20 points of his/her raw score. A total of seven ELLs made progress within the intermediate proficiency level of the NYSESLAT.

Part VI: LAP Assurances

GRADE IN 2009-2010	RAW SCORE POINT GAIN	RAW SCORE POINT GAIN	RAW SCORE POINT GAIN	TOTAL NUMBER OF
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Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 044 Thomas C. Brown					
District:	31	DBN:	31R044	School		353100010044

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded		
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	72	85	82		89.9	91.7	90.6
Kindergarten	122	127	162				
Grade 1	137	144	130	Student Stability - % of Enrollment:			
Grade 2	123	134	132	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	133	128	139		89.2	87.4	89.4
Grade 4	128	136	115				
Grade 5	119	123	124	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.3	86.1	90.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		25	41	35
Grade 12	0	0	0				
Ungraded	2	2	0	Recent Immigrants - Total Number:			
Total	836	879	884	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	6	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	102	91	87	Principal Suspensions	29	35	68
# in Collaborative Team Teaching (CTT) Classes	46	60	61	Superintendent Suspensions	11	13	17
Number all others	68	74	69				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	9	10	TBD	Number of Teachers	75	70	77
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	19	12
# receiving ESL services only	70	64	TBD				
# ELLs with IEPs	5	43	TBD	Number of Educational Paraprofessionals	13	13	23

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.7	100.0	100.0
				% more than 2 years teaching in this school	74.7	88.6	89.6
				% more than 5 years teaching anywhere	77.3	77.1	84.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	93.0	94.8
American Indian or Alaska Native	0.7	0.7	0.5	% core classes taught by "highly qualified" teachers	94.0	98.3	98.5
Black or African American	47.2	45.1	47.9				
Hispanic or Latino	39.0	40.4	39.9				
Asian or Native Hawaiian/Other Pacific	2.4	1.7	2.1				
White	10.6	12.1	9.5				
Male	50.4	49.9	51.0				
Female	49.6	50.1	49.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year				v	
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	vsh	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	X	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	X	v					
Limited English Proficient	X	v	-				
Economically Disadvantaged	vsh	v					
Student groups making	4	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					P
Overall Score:	36.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	5.6	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	0.1	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	27.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf