



P.S. 044 DAVID C. FARRAGUT

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 044 DAVID C. FARRAGUT
ADDRESS: 1825 PROSPECT AVENUE
TELEPHONE: 718-583-2360
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321200010044 **SCHOOL NAME:** P.S. 044 David C. Farragut

SCHOOL ADDRESS: 1825 PROSPECT AVENUE, BRONX, NY, 10457

SCHOOL TELEPHONE: 718-583-2360 **FAX:** 718-901-4068

SCHOOL CONTACT PERSON: Yasmin Pollard **EMAIL ADDRESS** ypollar@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Yasmin J. Pollard

PRINCIPAL: Donna Ferguson

UFT CHAPTER LEADER: Milton Bonilla

PARENTS' ASSOCIATION PRESIDENT: Crystal Wright

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: VARLETON MCDONALD/Marie Rousseau

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Donna Ferguson	Principal	Comments: Final LAP attached and Title III plan updated from last year approved
Yasmin Pollard	UFT Member	
Milton Bonilla	UFT Chapter Leader	Comments: The complete data for Part 1: School ELL Profile will be added after review.
Andrea Velez	UFT Member	
Suriyati Barnes	UFT Member	
Loreen Walker	UFT Member	Comments: Loreen Walker
Amyna Martinez	Title I Parent Representative	
Nathaniel Gee	Parent	
Matilde Peralta	Parent	
Crystal Wright	PA/PTA President or Designated Co-President	

* 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.

□

Community School 44 is located in District 12 in the Bronx. It is currently a Pre-K through Fifth Grade school serving a population of approximately 350 students. Located in the South East Tremont area, our school is composed of an ethnically diverse population with 65% of our student population Hispanic, 35% Black. A majority of residents in District 12 face economic hardship and we are designated a Title I eligible school. 99% of our students receive a free or reduced price lunch.

Our student population is heterogeneously grouped within each grade and serviced by 20 General Education classes, 2 Integrated Co-Teaching classes, and 2 Least Restrictive Environment. The overall instructional program is supported by a school guidance counselor, a School Based Support Team, seven paraprofessionals, and 5 school aides. 100% of the pedagogical staff is licensed and permanently assigned to the school. 40% have more than five years experience and 100% hold a master's degree.

CS44 has a transient population. Our mobility rate is affected by the number of students residing in homeless shelters. We have four family assistants on our budget who are assigned to the three shelters we service.

4 Out of Classroom Teachers

1 IEP Teacher

1 Speech and Language Provider

1 SETSS Teacher

1 Mandated Counselor

1 Literacy Coach/ Test Coordinator

1 ESL Teacher

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 David C. Farragut								
District:	12	DBN #:	12X044	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	33	30	35		88.9	90.4	TBD		
Kindergarten	58	47	48						
Grade 1	63	72	47	Student Stability - % of Enrollment:					
Grade 2	49	51	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	58	44	40		82.9	87.20	TBD		
Grade 4	64	62	50						
Grade 5	45	64	58	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		86.4	80.2	96.2		
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		12	28	TBD		
Grade 12	0	0	0						
Ungraded	2	0	1	Recent Immigrants - Total Number:					
Total	372	370	342	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	3	2		
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	38	46	45	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	14	19	15	Superintendent Suspensions	1	2	TBD		
Number all others	16	19	21						
<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		
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	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	49	43	40	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	8	21	Number of Teachers	38	39	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	15	TBD
				Number of Educational Paraprofessionals	3	3	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	100	100	TBD
				% more than 2 years teaching in this school	39.5	51.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	23.7	33.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	71	82	TBD
American Indian or Alaska Native	0	0.5	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.6	96.6	TBD
Black or African American	37.9	36.2	35.4				
Hispanic or Latino	61.6	62.7	62.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0	0				
White	0.3	0.5	0				
Multi-racial							
Male	51.3	51.1	52				
Female	48.7	48.9	48				
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 Basic <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
Comprehensive <input type="checkbox"/> Focused <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:	Y			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			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	86.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	13.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	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?

□

After a review of the available sources, included but not restricted to New York State ELA and Mathematics scoring detail, the results of the NY State Science and Social Studies exams, ARIS, NY State School Report Cards, NY City Progress Reports, ACUITY- Instructionally Targeted Assessment (ITA's), Quality Review (2007-2008) results, 2 years of Inquiry Team documentations and suggestions for improvement, classroom walk throughs, teacher surveys.

CS44 has received a grade of B from the NYC Department of Education, primarily due to the progress of our students. CS44 received 37.2 points out of a possible 60 for student progress, while achieving an overall score of 53.9 out of 100. The overall score included additional credit for achieving Exemplary Proficiency Gains for English Language Learners, and a small percentage of Special Education Students. In addition, CS44 achieved additional credit for students at the 75th Growth Percentile or Higher achievement English Language Arts for all subgroups (ELLs, lower third citywide, and Self-contained/CTT/ SETSS). However, in Mathematics similar gains was not achieved for any of the subgroups mentioned above.

77.0% of CS44 students achieved a median growth percentile which shows significant progress in English Language Arts as compared to the previous year (2008-2009). CS44 achieved 77.0% relative to our peer group of 77.1% and 76.1% relative to all New York City schools. CS44's median growth percentile for school's lowest third was 88.0% compared to our peer group of 86.7% and to all New York City schools of 91.2%.

60.0% of CS 44 students achieved a median growth percentile which showed a moderate decrease in median growth percentile in mathematics as compared to the previous year (2008-2009). CS44 achieved 60.0% relative to our peer group of 39.5% and 34.6% relative to all New York City schools. CS44's median growth percentile for school's lowest third was 67.0% compared to our peer group of 44.4% and to all New York City schools of 46.2%. Although upon review of assessment results CS44 students showed a moderate decline as compared to our peer schools and all New York City schools.

While we showed decrease in students performance on the standardized assessments, the school environment, and in student progress we have taken steps to address each area of concern. All these areas are identified and an action is outlined in the school goals and action plan section of the CEP.

CS44 continues to receive students with special needs due to the Phase 1 Special Education Reform piloted during 2010-2011. Traditionally this has been a low performing population on standardized exams.

CS44 continues to serve three homeless shelters which means that a certain percent of the student population is transient.

CS44 has historically experienced very low parent involvement. However, this year we have created a Parent/Teacher Association which has resulted in greater collaboration and participation between parents and teachers. The assistance of our Parent Coordinator has also helped to increase parent involvement which will impact student performance.

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"/> Increase our percentage of students scoring at proficiency (level 3 or 4) from 29.7 % to 32.7 % . <input type="checkbox"/>	<input type="checkbox"/> Increase our percentage of students scoring at proficiency (level 3 or 4) from 29.7 % to 32.7 % which would maintain a growth median percentile of 77.0 in ELA based on the new cut-off test scores implemented by the New York State Department of Education. <input type="checkbox"/>
<input type="checkbox"/> Increase our percentage of students scoring at proficiency (level 3 or 4) from 30.4% to 33.4%.	<input type="checkbox"/> Increase our percentage of students scoring at proficiency (level 3 or 4) from 30.4% to 33.4% which would maintain a growth median percentile of 60.0 in Mathematics based on the new cut-off test scores implemented by the New York State Department of Education.
<input type="checkbox"/> Raise the school's grade on the Progress Report by a letter grade from a B to an A. <input type="checkbox"/>	<input type="checkbox"/> Raise each sub-category area of School Environment to achieve an overall score of 10.1 out of 15. Raise the school’s attendance from 90.4% to 92.0% overall.
<input type="checkbox"/> Continue to grow as an instructional and organizational leader in the five areas of leadership as identified by the New York City Department of Education.	<input type="checkbox"/> Become more familiar and adept at analyzing data results from various sources including, NYSELAT, periodic assessments and NYS ELA and math exams. Use of personnel schedules and monetary allocations to support academic goals.

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) :

Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> Increase our percentage of students scoring at proficiency (level 3 or 4) from 29.7 % to 32.7 % . <input type="checkbox"/>
<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"/> <ul style="list-style-type: none"> • Develop a plan for at-risk students by reviewing all diagnostic exams (periodic assessments) and school/teacher created tests to meet the needs of students with and without disabilities. • Continue 135 minute balanced literacy block which incorporates mini-lesson, small group instruction, guided reading groups and centers for all classroom teachers Kindergarten through 5th grade • Analyze ACUITY assessments, ARIS data, and classroom data to differentiate instruction - on-going • Implementation of Phase 1 Reform - SETSS teacher will push in during reading period for all testing grades. creating a CTT environment during SETSS period daily from September 2010 through June 2011 • Utilization of 50 minute period weekly to further analyze data and develop appropriate remobilization of instruction to address areas of weakness November 2010 through June 2011 • Use of Blooms Taxonomy in questioning strategies • Incorporate test sophistication strategies during extended time and small group instruction • Provide Extended Day and Saturday Academy classes to all students at risk in levels 1 and 2, including special education and ELL students • Uniform homework aligned to each grade instructional program which includes

	<p>rigorous homework assignments in all subject areas</p> <ul style="list-style-type: none"> • Form small group tutoring for at-risk students • Workshops will be provided by the parent coordinator to increase parental involvement and familiarize them with academic expectations • Professional development periods are used two or three periods per month by the teachers to assist small groups of children with differential instruction. • Inquiry Team to use data to analyze a sub-group of students providing enhancement to instruction designed to increase student performance • Uniform homework aligned to each grade instructional program which includes rigorous homework assignments in all subject areas • Form small group tutoring for at-risk students • Assign all teachers and administrators a small group of students which they provide instructional lessons focused on improvement in student performance • Workshops will be provided by the parent coordinator to increase parental involvement and help with the children's homework • Professional development periods are used two or three periods per month by the teachers to assist small groups of children with differential instruction.
<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><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Full-time literacy coach • Continued use of Foundations to address phonics instruction from PreKindergarten - 3rd grade Implementation of Schoolwide Writing approach to support C.S. 44's Writing curriculum in each grade (Kindergarten - 5th grade) Use of substitute teachers to facilitate teacher training of all classroom teachers in the use of Schoolwide Writing materials Use of substitutes so teachers can attend training in the creation of Performance-based assessments and visit schools to address the new Common Core Standards
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Results of assessments (both formal and informal) will be used to form differentiated groups for instruction every three to five weeks • Ongoing teacher observations and learning walks • Results of the school/teacher created exams, ARIS progress reports, assessment data from ACUITY, and informal teacher assessments

	<ul style="list-style-type: none"> • Revisit ECLAS-2 areas not mastered continually; formal revisit in January from September/October's administration and in May/June • Progress shown in monthly running records
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**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Increase our percentage of students scoring at proficiency (level 3 or 4) from 30.4% to 33.4%.</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> <ul style="list-style-type: none"> • <input type="checkbox"/> Develop a plan of at-risk students by reviewing all diagnostic exams, school/teacher created tests to meet the needs of students with and without disabilities • Analyze ACUITY assessments, ARIS data, and classroom data to differentiate instruction is on-going from September 2010 to June 2011 • Implementation of Phase 1 Reform - ESL teacher will push in during mathematics period daily • Continuation of 90-minute mathematics block daily • Continue to promote writing responses to explain how mathematical solutions were found in alignment with the new Common Core Standards • Implement Side Streets during extended time (50 minutes) program for grades 2 through 5 • Continued use of Everyday Mathematics to conduct daily instruction with supplemental material from the Investigations program

<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>	<ul style="list-style-type: none"> □ Maintain differentiated instruction based on the needs of the students using the results of school created data, ARIS, ACUITY, and informal teacher assessments <ul style="list-style-type: none"> Use of Blooms Taxonomy in questioning strategies Provide Extended Day and Saturday Academy program for children at risk in levels 1 and 2 Workshops will be provided by the parent coordinator to increase parental involvement and help the parents with their child's homework Professional development periods are used two or three periods a month by the teachers to assist small groups of children with differentiated instruction
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> □ Results of assessments(both formal and informal) will be used to form differentiated groups for instruction every three to five weeks <ul style="list-style-type: none"> Ongoing teacher observations and learning walks Results of the school/teacher created exams, ARIS progress reports, assessment data from ACUITY, and informal teacher assessments Revisit ECLAS_2 areas not mastered Progress shown in quarterly running records

Subject Area
(where relevant) :

Progress Report

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> □ Raise the school's grade on the Progress Report by a letter grade from a B to an A.□
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<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>□</p> <ul style="list-style-type: none"> Continue to promote writing responses to explain how mathematical solutions are found in alignment with the new Common Core Standards Continue 135 minute balanced literacy block daily Implementation of Phase 1 Reform - SETSS teacher will push-in during reading period for all testing grades - creating a CTT environment during reading from September 2010 - June 2011 Continue 90 minute mathematics block daily using the workshop model
<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>□</p> <ul style="list-style-type: none"> • Workshops to train teachers to analyze and use ARIS, ACUITY, the NYC Report Card, and the NY State Progress Report as tools for planning instruction • Weekly meetings to review diagnostic exams administered to determine students' level of instructional and provide opportunities for growth • Examine all student IEP and ELL test modifications to ensure that all students are given optimum opportunity to maximize their potential • Continued use of uniform homework aligned to each grade's instructional program - in Spanish and English • Assign all UFT staff a small student group in which they will provide differentiated instruction focused on improvement in student performance • Workshops provided by the parent coordinator and Literacy Coach to increase parental involvement and enable the parents to help with the student's homework
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p> <ul style="list-style-type: none"> • The results of school/teacher created exams, ARIS reports, ACUITY predictive tests, and informal teacher assessment • Results from assessments (both formal and informal) will be used to form differentiated groups for instruction every three to five weeks • Ongoing teacher observations and learning walks • Results of the New York City progress report, the New York State report card, and the results of the New York State standardized tests • Unit exams from Everyday Math Increased parent involvement through attendance at PTA meetings, SLT meetings

	and community based meetings
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Subject Area (where relevant) : Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<input type="checkbox"/> Continue to grow as an instructional and organizational leader in the five areas of leadership as identified by the New York City Department of Education.
<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>	<input type="checkbox"/> <ul style="list-style-type: none"> • Create data folders and charts for each student and classroom to be used as a reference for instructional planning • Conduct informal and formal observations • Conduct/ attend common prep meetings with each grade level and data meetings • Supervise on-going revision of all curriculum maps to incorporate new Common Core Standards • Organize and facilitate professional development in the areas of literacy and mathematics • Arrange substitute coverage for teachers to attend professional development provided by the network such as Phase 1 Reform training • Maintain current research ideas through membership of the Association of Supervisors and Curriculum Development • Attend national conventions such as the ASCS's annual conference • Adherence to deadlines and due dates of various documents to NYCDoE offices and departments • Review of various reports which are reflected on the Winter Compliance Report and Spring Compliance Report <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>	<ul style="list-style-type: none"> □ Arrange substitute coverage for teachers to attend professional development provided by the network, such as Phase 1 Reform training □ Arrange substitute coverage for teachers to attend professional development in-house □ On-going teacher observations and learning walks □ Results of teacher created exams, ARIS progress reports, assessments from ACUITY □ Results from ECLAS2 winter and spring administrations □ Results from the NYS ELA and Mathematics exams □ Results from the NYCDOE Progress Report □ Results on the 2010-2011 Quality Review •
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> □ Ongoing teacher observations and learning walks □ Results of the school/teacher created exams, ARIS progress reports, assessment data from ACUITY, and informal teacher assessments □ Results on the NYS ELA and Mathematics exams □ Results on the NYCDOE Progress Report □ Results on the 2010-2011 Quality Review

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 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	29	29	N/A	N/A	2		2	
1	36	20	N/A	N/A	1			
2	19	19	N/A	N/A				
3	36	36	N/A	N/A	3			
4	19	19	19	19	2			
5	25	25	25	25	3			
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"/> CS44 uses Foundations to instruct phonics and decoding skills, and small group instruction to address areas of concern. Success for All readers, grade level anthologies - during extended time.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> CS44 uses a variety of programs in the AIS for mathematics; some of which are Sidestreets, Math in My World, as well as Everyday Math.</p>
<p>Science:</p>	<p><input type="checkbox"/> CS44 uses targeted instructional materials throughout the year to introduce non-fiction text to students as well as student magazines.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> CS44 uses targeted instructional materials throughout the year to introduce non-fiction text to students as well as student magazines such as Scholastic News.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The services provided by the Guidance Counselor primarily deal with anger management issues and the Respect for All lessons provided by the DOE. Students are expected to complete an essay and create posters to hang around the school to help reinforce positive interaction.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> None</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Our bilingual social worker is willing to incorporate strategies to help students gain self-esteem and confidence.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> None</p>

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)

K-5

Number of Students to be Served:

LEP 20

Non-LEP N/A

Number of Teachers 2

Other Staff (Specify) N/A

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.

□

Community School 44 will implement an extended day program for all ELL students in grades 1 through 5 that have demonstrated a proficiency in beginning, intermediate, and advanced levels of second language acquisition. The language of this instruction is English. This program will be implemented to help ELL students increase their oral language, listening, reading, and writing skills in the English language. Based on the NYSESLAT data, CS 44 has decided to implement the following program to meet the needs of the ELL population. The attainment of proficiency in the English language, along with achieving the New York State achievement standards, will be the primary goal of this program.

The extended day program will serve approximately 20 students in grades 1 through 5. This program will begin in October, 2010 and end in June, 2011. Students will attend this program three (3) days a week on Mondays from 2:45pm to 5:15pm, and Tuesdays and Wednesdays from 3:30 to 5:00 pm. An ESL certified licensed teachers will be responsible for the instructional program. The curriculum used for the extended day program will be "Amazing English" by Addison-Wesley. Amazing English is a balanced literacy program. The duration of this activity will be 28 weeks.

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.

□ Community School 44 has developed a professional development plan which includes eight (8) CB teachers who work with ELL students. This staff development will consist of two (2) 2 hours sessions. This staff development will take place two days after school from 3:30 de 5:30 pm and be spread during the course of Title III program. Areas covered will include ESL Methodologies, ESL and the content areas, the facilitation of language development, ESL strategies, instructional adaptations for ELLs, differentiated lesson planning, communicating with parents, and ELLs in special education programs. An ESL certified teacher will provide this professional development.

Section III. Title III Budget

—

School: Community School 44

BEDS Code: 321200010044

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	\$7688.00	<input type="checkbox"/> A teacher will work 70 hour for \$49.89 per hour.
Purchased services - High quality staff and curriculum development contracts	\$1596.00	<input type="checkbox"/> Purchase of workbooks and other eaching related materials and supplies.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	2120.00	<input type="checkbox"/> Instructional materials to support classroom lessons and hands on activities including the afterschool program
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	2000.00	<input type="checkbox"/> Trips to support ESL acquisition of language
Other	\$1596.00	<input type="checkbox"/> Classes for parents to expose to the school curriculum and review homework expectations.
TOTAL	4120	

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.

To communicate 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 support parents' capacity to improve their child/children's achievement.

Part A: Needs Assessment Findings

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.

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.

CS44 will provide a monthly calendar of activities translated into Spanish. All letters sent home to parents will be translated into Spanish. These translations will be done in-house by certified bilingual staff. Weekly homework will be translated into Spanish for grades K-5. Our Parent Coordinator will provide workshops in dual language as need and act as an interpreter for PTA monthly meetings.

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.

□

CS44 will provide oral interpretation for parents and caregivers as needed. Before and after school, this service is occasionally required to meet the needs of our parents. The service will be provided by certified bilingual staff. When the School Leadership Team meets, oral interpretation will be provided.

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>.

□ CS4 will send a letter home to all ELL parents in the native language indicating that the school will provide oral interpretation and written translation for all school business as needed. The Parent Coordinator, PTA Executive Board, School Administrators, teachers and Staff will be notified by letter also.

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:	359877	61845	421722
2. Enter the anticipated 1% set-aside for Parent Involvement:	4218		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13905	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35987	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

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.

n/a

* 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.

□

It’s What We Do Today...

That Gives the Children a Brighter Tomorrow!

Community School 44

1825 Prospect Avenue

Bronx, New York 10457

Tel: (718) 583-2360

Fax: (718) 901-4068

Donna Ferguson, Principal, I.A.

Norma Rosado, Assistant Principal

Parent Involvement Policy

- To assure that my child **arrives to school and is in class by 8:15 every day.**
- To complete and bring all required **homework.**
- To **Monitor attendance** and notify the school by 8:30 a.m. when my child needs to be absent from school.
- To assure that **my child gets to bed on time and receives plenty of sleep.**
- To wear appropriate clothing, according to the **Uniform Policy.**

- To **participate, as appropriate, in decisions** relating to my child's education.
- To follow the policies set forth in the **Parent Handbook**.
- To attend **Parent/Teacher Conferences**.
- To attend **Parent Coordinator** and **Parent Association** monthly meetings.
- To attend **School Leadership Team** meetings.
- To **volunteer** in school through trips, lunch, recess duty, and workshops.
- To keep abreast of **school events** via the monthly family calendar.

Student's Name

Parent Signature

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.

□

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Norma Rosado, Assistant Principal

School-Parent Compact

School Responsibilities

To provide high-quality curriculum and instruction in a supportive, effective, and safe learning environment that enables the participating children to meet the State's student academic achievement standards.

To partner with parents, understanding they are their child's first and foremost teachers. To do this as effectively as possible, school staff will:

Appreciate the uniqueness of each child and family

Facilitate ongoing communication with the home

Respect the cultural and personal differences of all community members

Parent/Guardian Responsibilities

To assure that my child **arrives to school and is in class by 8:15 every day.**

To complete and bring all required **homework.**

To **Monitor attendance** and notify the school by 8:30 a.m. when my child needs to be absent from school.

To assure that **my child gets to bed on time and receives plenty of sleep.**

To wear appropriate clothing, according to the **Uniform Policy.**

To **participate, as appropriate, in decisions** relating to my child's education.

To follow the policies set forth in the **Parent Handbook.**

Student Responsibilities

To attend school regularly and be on time.

Doing my homework every day and ask for help when needed.

Read at least 30 minutes every day outside of school time.

To accept responsibility for my own actions

Give my parents, or the adults who are responsible for my welfare, all notices and information received by me from school.

Treat others as I want to be treated, with dignity and respect.

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.

English Language Arts-Special Education Students

Through extensive documentation and observation, the Inquiry Team discovered that the Special Education testing population had difficulty with decoding which lead to a difficulty in reading comprehension. The special education population was concentrating on decoding to improve fluency at the expense of text comprehension.

2. Schoolwide reform strategies that:

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

CS44 instituted a number of interventions and opportunities for both the Special Education and General Education students to advance their academic achievement. The list of interventions and opportunities are as follows:

Small group instruction
Guided reading groups
Small group tutoring
Practice testing
Behavior incentives
Attendance incentives
Attendance follow up
Open house
Parent conferences
Inquiry teams
School Assessment Team
Common planning time
Professional Development based on needs assessment
Mainstreaming
Multi sensory approach
Structured tasks
Performance -based Assessment - Common Core
Data collection and analysis
Co-teaching
One-to-one tutoring
AIS
Mentoring
Buddy system
Classroom inter visitation
ESL
Resource room
Teacher/student goals
Clear/high expectations

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.
 - CS44 has instituted an extended time period Tuesday and Wednesday in which all 1st through 5th grade students are broken into small groups for additional instruction by UFT members. In addition, CS44 has an after school program for the 1st - READ Alliance and Kindergarten, second through fifth grades utilizing the Sports and Arts program.

- o Help provide an enriched and accelerated curriculum.
 - CS44 has implemented an additional phonics program in the fourth and fifth grade to enhance the students ability to decode and comprehend what they read.
- o Meet the educational needs of historically underserved populations.
 - CS44 serves a diverse community consisting of 64% Hispanic and 36% Black.
- 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.

□ All of the programs below are available to and include all students at CS44.

Small group instruction
 Guided reading groups
 Small group tutoring
 Practice testing
 Behavior incentives
 Attendance incentives
 Attendance follow up
 Open house
 Parent conferences
 Inquiry teams
 Child Study Team
 Common planning time
 Professional Development based on needs assessment
 Mainstreaming
 Multi sensory approach
 Structured tasks
 District support
 Data collection and analysis
 Co-teaching
 One-to-one tutoring
 AIS

Mentoring
Buddy system
Classroom inter visitation
ESL
Resource room
Teacher/student goals
Clear/high expectations

- o Are consistent with and are designed to implement State and local improvement, if any.
 - All programs and interventions are focused at meeting the needs of the individual child at CS44.

3. Instruction by highly qualified staff.

- 98% of the staff who teach the core subjects at CS44 are highly qualified.

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.

- Professional development is based on a needs based assessment of the staff as well as a survey of the staff as to what they felt was needed in professional development. Some of the PD at CS44 is as follows:

ARIS training

ACUITY training

Data collection and analysis

Balanced literacy components

Mathematics standards, pre and post state exam

Comprehensive Educational Plan for CS44

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

CS44 representatives attend the spring teacher job fair to actively recruit highly qualified teachers.

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

Through the efforts of the Parent Coordinator and Staff Developer, CS44 hold numerous parent workshops to actively engage the parents of our students. Some of the workshops and activities include:

Learning Leaders

Back to School

Open house

ARIS for parents

Know your Kindergarten student

Know your Pre-K child

Columbus Day workshop

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.

Transition programs include visits to the classrooms for both pre-kindergarten as well as pre-1st grade children.

Pre-K children who show advanced reading skills are transitioned to Kindergarten classrooms for literacy instruction.

Kindergarten children who show advanced reading skills are transitioned to 1st grade classrooms for instruction.

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.

Professional development included data collection, analysis, and organization and the use to the trends noted to enhance instruction.

Four school created diagnostic assessments, plus an additional two predictive assessments are given to each testing grade child every year. The data is analyzed and discussed with the teacher. Small groups are formed from the data to target deficiencies in student learning.

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.

The data collected from the diagnostic and predictive testing is used to create small groups to focus on instruction that will fill in learning gaps. The data is also used in one-to-one tutoring.

Small group instructional groups are revised every six to eight weeks based on new diagnostic data.

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.

CS44 offers a variety of workshops to coordinate with existing outside programs and services. The parent coordinator is responsible for the implementation of in school programs such as Health and Nutrition seminar and video presentation, Domestic Violence prevention, Child abuse, Gang Awareness, McKinley Law/Shelter information, SOBRO-GED and Job Training, Affordable Housing availability.

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	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation)</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.
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		Schoolwide Program			amounts)	Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

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.

N/A

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

N/A

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;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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.)
28
2. Please describe the services you are planning to provide to the STH population. CS44 supports four (4) family assistants on our budget who are assigned to the shelters we service.

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_12X044_020811-104215.doc

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 CFN 9	District 12	School Number 044	School Name David Farragut
Principal Donna Ferguson, I. A.		Assistant Principal Norma Rosado	
Coach Kim Bacot		Coach	
Teacher/Subject Area Milton Bonilla, ESL		Guidance Counselor Jeff Fishman	
Teacher/Subject Area Melissa Mackhanlall-Cruz		Parent Eddy Fulgencia/Matilda Peralta	
Teacher/Subject Area type here		Parent Coordinator Aritza Verdejo	
Related Service Provider Yasmin Pollard, SETTS		Other type here	
Network Leader Varleton McDonald		Other type here	

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	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	314	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	11.46%
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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.

Paste response to questions 1-6 here

Community School 44 has an intake team in place to welcome and register new students. The intake team meets prior to the beginning of the registration process to coordinate all the details of the intake process, including the characteristics of the Home Language Identification Survey and its use.

When parents come to C. S. 44 to register a child, they are welcomed by our intake team. The intake team members are: Ms. Huggins, School Secretary; Mr. Bonilla, ESL Teacher; Ms. Spence, IEP Teacher; Ms. Irizarry, Attendance Teacher; Ms. Verdejo, Parent Coordinator; Ms. Pollard, SETSS Teacher; and Ms. Smith, School Aide. Members of the team first check that the child's zoning school is C. S. 44. If C. S. 44 is the zoning school for the child, the intake team will provide the parent with a registration packet. This registration packet contains an emergency contact card, student office card, ethnic survey, Home Language Identification Survey, and the student biographical information form.

The ELL coordinator, a pedagogue, conducts an oral interview with the parent and the prospective student in English and in their native language. At this stage, a Home Language Identification Survey in English and the parent's home language is provided. During this interview, the parent fills in the form and both, parent and child, are interviewed to have a clearer view of the child's dominant language. If the parent indicates a language other than English in one or more of the questions in Part I - questions 1 to 4 (LAB-R eligibility) and two or more in Part II - for questions 5 to 8 (Instructional Planning), the child's home language is determined to be a language other than English. When the language is one other than English, the LAB-R will be administered, by the certified ESL teacher, within the child's first ten days of enrollment. The LAB-R is then hand-scored for placement purposes. The testing grids are sent to the scanning center to be scanned and the results electronically recorded. If the child scores at the English proficiency level, no further assessment is made for placement purposes, and the child is placed in a monolingual class within the school. Spanish speaking students who score below the English proficiency level are administered the Spanish LAB. This native language assessment is administered only once in the student's active enrollment. Students who score under the English proficiency level, are determined to be English Language Learners and entitled to ESL / Bilingual services.

The student's parents are notified in writing in their native language, and are invited to a parent orientation session with our ELL coordinator, Mr. Milton Bonilla, who is a pedagogue and both ESL and bilingual/Spanish certified. This entire process is completed within first 10 days of enrollment. In the event that the school does not have an interpreter, it will contact the DOE Translation and Interpretation unit. All entitled students are assessed with the NYSESLAT in the spring.

To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, And Free Standing ESL) Community School 44 has the following structures are in place: We offer a parent orientation to all parents of recently enrolled ELLs within the first 10 days of enrollment. This parent orientation is given by the certified ESL teacher. During the parent orientation session, the parent is given a copy of the New York City Guide for Parents of English Language Learners in English and the parent's native language. Parents then view a Department of Education video describing the three programs available to English Language Learners. The three programs, Transitional Bilingual, Dual Language, and Freestanding ESL are explained in the video. At this stage, the parent has the opportunity to ask questions about these programs. A Parent Survey and Program Selection form is given to each

parent for them to make an informed decision about the preferred program for their children.

The school informs the parents of the requirements for TBE program formation. That is a minimum of 15 students in two continuous grades who speak the same language and whose parents request such program. Should the school not have the warranted number of students to form a Bilingual Program, the school informs the parents of sites within the district where bilingual programs are offered. Parents can either transfer their children to another school with such program or reject the transfer and opt to have their children participate in the school's ESL program. Furthermore, parents are informed that the school will monitor the number of requests for TBE and will contact them should the school meet the program offering requirement. Students are then placed in their parent's preferred program within their first 10 days of enrollment. If a parent prefers a Freestanding ESL program for his/her child, the child will be placed in a monolingual class and will receive ESL instruction according to the student's level of proficiency as indicated by LAB-R results. If the student scores at the beginning or intermediate level in the LAB-R, the child will receive two units (360 minutes) of weekly ESL instruction by Mr. Bonilla, our certified ESL teacher. If the child scores at the advanced level of proficiency he/ she will receive one unit (180 minutes) of weekly ESL instruction. Community School 44 follows the push-in model for ESL instruction. In the spring of every year, ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT), to measure progress in the English language acquisition process, and to determine placement for the next school year. A trained team of pedagogues is in charge of administering the NYSESLAT every spring. Community School 44 will follow the New York State Department of Education's testing schedule 2010 -2011 for the NYSESLAT. From Wednesday, April 13, 2011 through Tuesday, May 24, 2011, the speaking portion of the test will be administered and scored by the testing team. From Monday, May 16, 2011 through Friday, May 27, 2011, the listening, reading, and writing portions of the test will be administered by the testing team. These sections of the test will be scored from Wednesday, May 25, 2011 through Thursday, June 2, 2011. By Thursday, June 2, 2011, all answer documents will be submitted to the scanning center at One Fordham Plaza to be processed. Later in the summer, prior to the commencement of the new school year, the NYSESLAT results will be retrieved from the Automated Schools system (ATS). This will aid in placement of ELL students and in scheduling the services for the particular school year.

For parents whose children have been classified as ELL after administering the LAB-R, a letter will be sent home with his/her child. A copy will also be sent to the home by mail. This letter will be in English and the parent's native language. The letter indicates the day, time, and place of a parent orientation session the school will provide to explain the educational programs available for ELL children. During this session, conducted by a trained pedagogue, we show the DEO Parents Orientation Video and talks with the parent. We provide the parent with the New York City Guide for Parents of English Language Learners in their home language, and the pedagogue, together with the parent, review the guide. At this stage, the parent has the opportunity to ask pertinent questions about the programs and how is the enrollment process for these programs. A Parent Survey and Program Selection Form is given to the parent, for the parent to indicate the preferred program for the child. We schedule several parent orientation sessions during the year. During the month of September, we offer the sessions every Tuesday and Thursday at 8:30 a.m. and after the regular school hours at 3:30 p.m. and as needed. After September, we have parent orientation sessions as new enrollees are admitted and as needed.

To ensure that Parent Survey and Program Selection forms are returned to school, the staff takes an active role in contacting the parents. The Parent Coordinator and ELL Coordinator collaborate in the outreach efforts. Parents who are required to participate in the parent orientation sessions, but do not attend, receive a second letter in the mail and also contacted by telephone. They are encouraged to visit the school and participate in the orientation session. If the attempts to contact parents by telephone is not successful, Mr. Bonilla, ELL Coordinator, will make an attempt to contact the parent when he/she picks up the student at dismissal time. The student whose parent has not responded to the Parent Survey and Program Selection form within ten days of the child's enrollment, will be placed in the Transitional Bilingual Education Program if available; which is the default program as per CR Part 154. To ensure that parents have the opportunity to make the best informed decision as which program he/she wants for his/her child, the parent will be contacted during Open School Night in September and during Parent Teacher Conferences in November and in the spring, if necessary.

Since the enrollment process is on-going. Multiple parent orientation sessions are conducted during the year to accommodate parents within the required time for student's placement. Parents are informed the default program for ELLs in Transitional Bilingual Education program if no parental choice is received.

The criteria used and the procedures followed to place identified ESL students in bilingual or ESL instructional programs are as follows: after a child is identified as an ELL student, the parent is invited to visit the school for a parent orientation session which is conducted in the parent's native language. All notifications and outreach efforts are made on the parent's language of preference. This parent orientation session is conducted by our bilingual ELL Coordinator who is a trained pedagogue. During this parent orientation, the ELL Coordinator presents the parent with the Department of Education video which describes all programs available to ELL students. This is done in the parent's native language. During the orientation session, the parent completes a Parent Survey and Program Selection form. Community School 44 honors the parent's choice of the preferred program for his/her child to the extent that the program is offered at the school. If a parent selects a program which is not offered at C. S. 44, the parent is informed that they may

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/> 19	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 17	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 36

C. Home Language Breakdown and ELL Programs

Part III: ELL Demographics

A. ELL Programs	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0												

number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to alternate periods in a day in which students are served.

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	Self-Contained Push-In	K	1		2		3		4		5		6		7		8		TOTAL	
			EL	EP	EL	EP														
Spanish			2		2		2		2		0		0		0		0		0	0
Chinese																				0
Russian																				0
Korean																				0
Haitian																				0
French																				0
Other																				0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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.

Community School 44 follows the self-contained classroom as its model of instruction. The school day is divided into eight (8) periods. There are seven (7) forty-five minute periods for instruction and one (1) fifty-minute period for lunch. The students receive six (6) periods of instruction by their classroom teacher. During the remaining period, the students travel as a group and receive an additional instructional period in the areas of science, art, music, or physical education. The ELL students are part of the self-contained classroom. Most ELLs are placed in the same official class in order to facilitate the ESL push-in instructional model. Students who are not in the designated official class travel to the that class during the push-in ESL instruction. The ELL students at the advanced level receive the mandated units of ELA by the classroom teacher. During our push-in model of instruction we provide our ELLs students with the required units of ESL as mandated by CR Part 154. Students are grouped etherogenously by grade. Studentes in the beginning and intermediate levels receive two units of ESL instruction per week (360 minutes,) and those in the advanced level receive one unit of ESL instruction per week (180 minutes.)

Our school provides bilingual glosaries and dictionaries for our ELLs to use in the content areas. We also have a budy system where studens who speak the same language assist the new comers. The content areas are delivered in the English language. The ESL teacher articulates with the classroom teacher to assist the students in making content comprehensible and enrich language development. The ESL teacher articalate and plan with the classroom teacher in all content areas to support ELLs during ESL instruction.

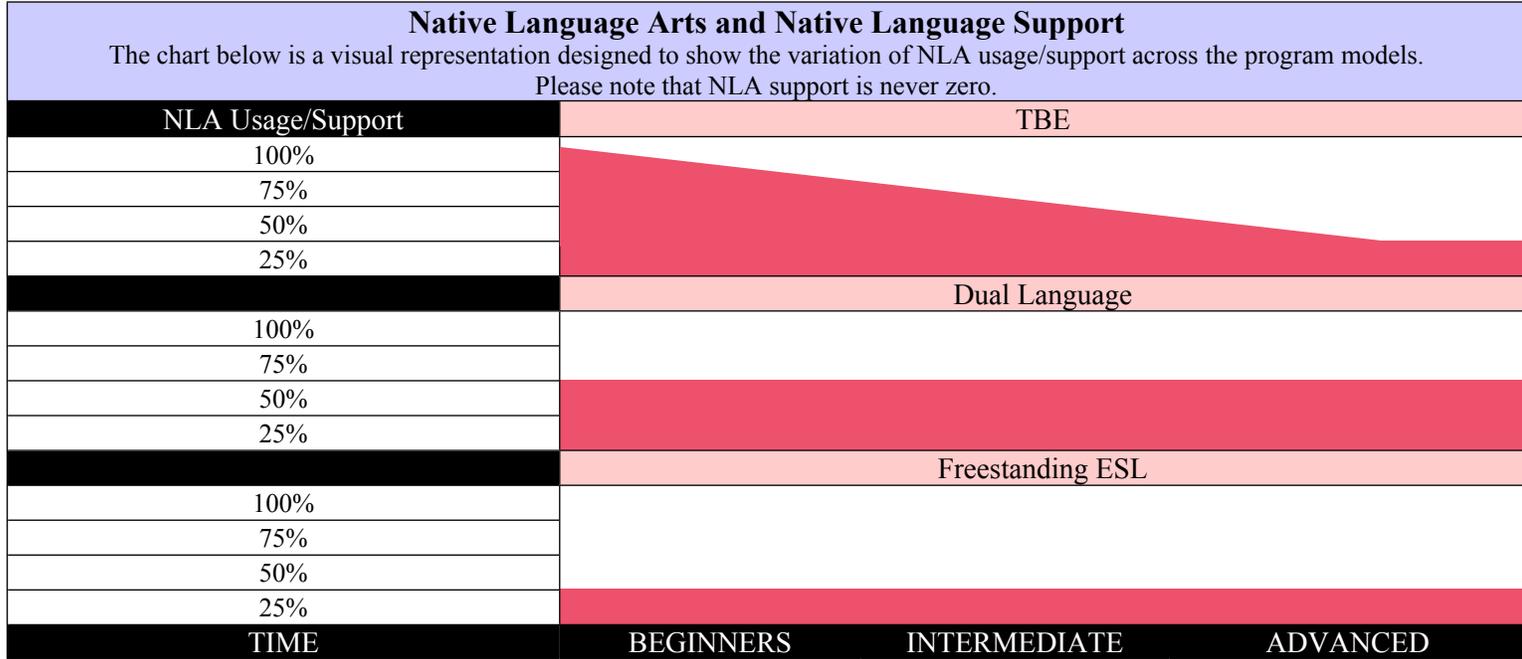
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

ELL students who have been in an English language school system for more than one year and who will take the ELA test receive additional support during our extended time instruction. Students who need to take the State Math test, receive additional support during this period as well.

ELL students are offered equal access to all school programs. They participate in all our after school programs and extra curriculum activities. ELLs participate in the school chorus, dance and drama in the after school, and all assemblies. Additionally, the school has in place an after school program targeted to ELL students, which includes test preparation, using Title III funding. The after school program meets three days per week from 3:30 to 5:15 on Mondays, Tuesdays, and Wednesdays. The program begins in October 2010 and will end in May 2011.

The instructional materials used to support ELL students include: laptops, Schoolwide Writing Units, EveryDay Mathematics manipulatives, Foundations/Wilson magnetic letter boards and letter tiles, magnetic words, pictures, puppets, science tools, maps and globes, Fountas & Pinnell and Mondo leveled readers for guided and independent reading, dual language books (English/Spanish), picture books in Spanish, dictionaries (English/Spanish), experience charts, posters, overhead projectors, art materials for kinesthetic learning, Vocabulary Power (Pearson Longman), Sadlier Phonics workbooks, Connecting Vocabulary to build vocabulary through reading and skill-based activities (Options Publication)

To support the native language of our students our classrooms have books in their native language. The school library has books in the native language as well. We use the buddy system to support our newly arrived ELL students.

Currently there are no activities in place for newly enrolled ELL students before the beginning of the school year. This is an elementary school and ELL students are identified after they are enrolled and formally tested with the LAB-R.

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)?

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.

There is an ongoing professional development plan for school personnel working with ELLs. The ESL teacher provides workshop for teachers during weekly grades articulation periods. Additionally, monthly workshops will be offered in ESL methodologies to teachers and personnel working with ELLs.

We have scheduled a series of workshops which total 7.5 hours in ESL methodologies for those teachers who have not been trained in ESL methodologies. Special Education teachers receive an additional 2.5 hours of training in ESL methodologies; this is done as per Jose P regulation. The Certified ESL teacher will facilitate these workshops for 4 hours on a Saturday and an additional 3 1/2 during two days. This additional time will be covered during weekdays. Special Education teachers will receive an additional 2 1/2 hours in ESL methodologies. The school will keep attendance records and agendas for this training. A Certificate will be given to the teachers completing the training and a copy placed in their files.

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?

Parent workshops are conducted on a monthly basis. These workshops are scheduled and coordinated by the parents Coordinator, Ms. Verdejo, and they are on-going. Experts from different community organizations and government agencies are invited to meet with parents and address important issues of general concern. The NYC School Safety division, Learning Leaders, Metro Plus, and the Police and Fire departments are among the agencies supporting our parents. During the workshops, a translator is in place to address the needs of ELL parents. In other instances, targeted workshops in Spanish are organized for our ELL parents. Our PTA organizes activities like art and crafts, breakfasts, and holiday dinners among others.

To facilitate and encourage parents active involvement in their children education, we translate all homework into Spanish to assist the parents in helping their children. ELL students receive their regular (English) copy of the weekly homework and, in addition, a translated copy is sent to the parents. We also translate and send home a Spanish version of the School Monthly Calendar so ELL parents take advantage and participate in all school activities. The ESL teacher provides ESL adult classes each Friday for 2.5 hours to assist parents in helping their children at home. For parents of ELLs and special education students who do not speak English, translators are available during Individual Educational Plan meetings, parents teachers conferences, and open school nights.

The Parents Coordinator conducts surveys on a regular basis to evaluate and plan workshops according to the parents needs. At the end of each workshop the parent coordinator receives feedback from our parents about workshop they might be interested in.

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)	4	2	1	2	1	3	0	0	0	0	0	0	0	13
Intermediate(I)	1	2	0	5	0	2	0	0	0	0	0	0	0	10
Advanced (A)	0	3	2	2	4	2	0	0	0	0	0	0	0	13
Total	5	7	3	9	5	7	0	0	0	0	0	0	0	36

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING /SPEAKING	B		0	0	0	0	0							
	I		2	0	0	0	0							
	A		1	0	7	1	6							
	P		4	3	2	3	1							
READING/ WRITING	B		3	1	2	0	3							
	I		2	0	5	0	2							
	A		2	2	2	3	2							
	P		0	0	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	3	1	0	4
5	4	3	0	0	7
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									0
4	1	0	2	0	1	0	0	0	4
5	3	0	2	0	2	0	0	0	7
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	2	0	3	0	3	0	0	0	8
8									0
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									0
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)									
Chinese Reading Test									

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.

Community School 44 uses E-Class and Fountas and Pinnell as its assesment tools to assess early literacy skills of our ELLs. Running records are another tool used at CS 44. The result show a parallel between the proficiency level of the students as evidences by the NYSESLAT exam and our assessments. We also have weekly teacher made exams to monitor progress and assest areas where students need sadditional support.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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 <u>Parent</u>		
	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 044 David C. Farragut					
District:	12	DBN:	12X044	School		321200010044

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded	v	
	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	30	35	36		88.9	90.4	91.3
Kindergarten	47	48	65				
Grade 1	72	47	54	Student Stability - % of Enrollment:			
Grade 2	51	63	41	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	44	40	62		82.9	87.2	87.1
Grade 4	62	50	45				
Grade 5	64	58	46	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		86.4	96.2	96.4
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		12	28	30
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	370	342	350	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	3	2

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	46	45	24	Principal Suspensions	0	0	16
# in Collaborative Team Teaching (CTT) Classes	19	15	16	Superintendent Suspensions	1	2	4
Number all others	19	21	23				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	43	40	TBD
# ELLs with IEPs	8	21	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>			
Number of Teachers	38	39	36
Number of Administrators and Other Professionals	15	15	10
Number of Educational Paraprofessionals	3	3	7

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	100.0	100.0	96.9
				% more than 2 years teaching in this school	39.5	51.3	75.0
				% more than 5 years teaching anywhere	23.7	33.3	61.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	82.0	94.4
American Indian or Alaska Native	0.5	0.6	0.3	% core classes taught by "highly qualified" teachers	96.6	96.6	92.8
Black or African American	36.2	35.4	34.6				
Hispanic or Latino	62.7	62.6	64.9				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.5	0.0	0.3				
Male	51.1	52.0	50.3				
Female	48.9	48.0	49.7				

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,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	53.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	5						

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN:12X044

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$359,877	\$61,845	\$421,722
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,599	\$618	\$4,217
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,994	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$35,988	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97.6%

6. If the percentage of high quality teachers during 2008-2009 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.

Mentor/buddy system, monthly visits by literacy coach, formal and informal observations, participation in common planning on a weekly basis.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents 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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

CS44 instituted a number of interventions and opportunities for both the Special Education and General Education students to advance their academic achievement. The list of interventions and opportunities are as follows:

Small group instruction	Guided reading groups	Small group tutoring	Practice testing
Behavior incentives	Attendance incentives	Attendance follow up	Open house Open house
Parent conferences	Inquiry teams	School Assessment Team	Common planning time
Professional Development based on needs assessment		Mainstreaming	Multi sensory approach

Structured tasks	Performance -based Assessment - Common Core	Data collection and analysis
Co-teaching	One-to-one tutoring AIS	Mentoring
Buddy system	Classroom inter visitation ESL	Resource room
Teacher/student goals		

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.

CS44 has instituted an extended time period Tuesday and Wednesday in which all 1st through 5th grade students are broken into small groups for additional instruction by UFT members. In addition, CS44 has an after school program which focuses on reading comprehension in a tutorial setting for our first grade AIS students (READ Alliance). Our second through fifth grades AIS students were enrolled initially in Sports and Arts program academic program then a school-based after-school program once funding was cut. CS44 has implemented an additional phonics program in the fourth and fifth grade to enhance the students' ability to decode and comprehend what they read.

- o Help provide an enriched and accelerated curriculum.

CS44 has instituted an informal partnership among teachers on the grade level to allow students to change classes or grades during reading according to their reading levels. Students in the early grades are especially pushed with parental consent to attend a different class or grade to meet weekly during reading and phonics to maintain their advanced skills and abilities.

- o Meet the educational needs of historically underserved populations.

All of the programs below are available to and include all students at CS44.

Small group instruction	Guided reading groups	Small group tutoring	Practice testing
Behavior incentives	Co-teaching	One-to-one tutoring	AIS
Mentoring	Attendance incentives	Mainstreaming	Multi sensory approach
Structured tasks	Buddy system	Classroom inter visitation	

- 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.

- Are consistent with and are designed to implement State and local improvement, if any.

All programs and interventions are focused at meeting the needs of the individual child at CS44.

3. Instruction by highly qualified staff.

97.6% of our teachers are highly qualified educators.

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.

Professional development is based on a needs based assessment of the staff as well as a survey of the staff as to what they felt was needed in professional development. In addition, observations both formal and informal made by the administrative staff during classroom visits.

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

CS44 representatives attend the spring teacher job fair to actively recruit highly qualified teachers and work to create a supportive and nurturing school culture to maintain present teachers.

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

Through the efforts of the Parent Coordinator, Coach and teachers, CS44 holds numerous parent workshops to actively engage the parents of our students. Some of the workshops and activities include:

Learning Leaders

Back to School Night

Open house - during the day

ARIS for parents

Know your Kindergarten student

Know your Pre-K child

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.

Transition programs include visits to the classrooms for both Pre-kindergarten as well as pre-1st grade children. Kindergarten children who show advanced reading skills are transitioned to 1st grade classrooms for instruction. Kindergarten children who show advanced reading skills are transitioned to Kindergarten classrooms for literacy instruction. In addition, community based day care groups visit our Kindergarten classes for a two-hour block with their teachers to introduce them to a formal school setting.

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.

Professional development included data collection, analysis, and organization and the use to the trends noted to enhance instruction.

Several school created diagnostic assessments, plus an additional two predictive assessments are given to each testing student each year. The data is analyzed and discussed between the teacher and administrator. Small groups are formed based on the data to target deficiencies in student learning.

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.

The data collected from the diagnostic and predictive testing is used to create small groups to focus on instruction that will fill in learning gaps. The data is also used in one-to-one tutoring.

Small group instructional groups are revised every six to eight weeks based on new diagnostic data.

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.

The data collected from the diagnostic and predictive testing is used to create small groups to focus on instruction that will fill in learning gaps. The data is also used in one-to-one tutoring.

Small group instructional groups are revised every six to eight weeks based on new diagnostic data.

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 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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$302,296	X	3 - 7
Title I, Part A (ARRA)	Federal	X			\$61,227	X	3 - 7
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			\$15,000	X	3 - 7
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			\$1,676,502	X	3 - 7

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- **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.
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