



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THOMAS C. BROWN

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 31R044

**PRINCIPAL:** JOSEPH A. MILLER

**EMAIL:** JMILLER25@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ERMINIA CLAUDIO

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Joseph A. Miller	*Principal or Designee	
Rachael Bulla	*UFT Chapter Leader or Designee	
Mary Curry	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Deidra Newsome	Member/ Parent	
Jacqueline Paite-Conyers	Member/Teacher	
Jeanette Samulski	Member/Teacher	

Jesenia Benitez	Member/Parent	
Kathy Fournier	Member/Teacher	
Larissa Loua	Member/Teacher	
Maria Grillo	Member/Teacher	
Nyasha Roberts	Member/Parent	
Tamiko Coleman	Member/Parent	
Rev. Wendy Calderon-Payne	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement

Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

### ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the ELL-SWD student group (24 students) will demonstrate progress towards achieving state standards as measured by a 15% increase in this subgroup (4 students) scoring at a proficient level in ELA (as identified by the 2011-2012 NYSTP-ELA performance as indicated in NYSTART).

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Student achievement data from the 2009-2010 school year and the 2010-2011 school year were analyzed to identify which students are most at risk of not achieving proficiency in ELA. Projected student achievement data for the current school year was also analyzed. In the 2009-2010 school year, students with disabilities (SWDs) had a performance index of 90 on the ELA exam. The safe harbor for these students was 101. The effective AMO for these students was 135. In the 2009-2010 school year, English Language Learners (ELLs) had a performance index of 106 on the ELA. The safe harbor for these students was 115. The effective AMO for these students was 130. In the 2010-2011 school year, SWDs had a performance index of 111 on the ELA exam. The safe harbor for these students was 70. The effective AMO for these students was 146. In the 2010-2011 school year, ELLs had a performance index of 122. The safe harbor for these students was 75. The effective AMO was 139. For the current school year, it is projected that SWDs will have a performance index of 70, that the safe harbor will be 83, and that the effective AMO will be 113. For the current school year, the projected AMO for ELLs is 107.

Thus in the 2009-2010 school year, neither SWDs nor ELLs met safe harbor for ELA. In the 2010-2011 school year, both SWDs and ELLs met safe harbor but did not meet the effective AMO for ELA. For the current school year, it is projected that SWDs will not make safe harbor. No projections were provided for the performance index or for the safe harbor for ELLs. The data analysis, combined with the state's designation of restructuring—Year One, compel the creation of this specific goal.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,

The Cognitive Academic Language Learning Approach (Uhl-Chamot & O'Malley 1994) will be utilized by teachers who work with students who are identified as ELLs and as SWDs. CALLA (Cognitive Academic Language Learning Approach) complements a differentiated approach to instruction. (Tomlinson 1999) CALLA supports a differentiated approach to instruction via the use of a variety of methods to scaffold the instruction. The most prominent feature of CALLA is the extensive use of a range of graphic organizers that are meant to support the acquisition of academic language and content area knowledge. CALLA allows for differentiation of instruction based on the needs of the students. The scaffolding measures can be as extensive or as minimal as suits the needs of the students.

- b) staff and other resources used to implement these strategies/activities,

It falls to the teachers of ELLs-SWDs in Grades Three, Four, and Five to implement CALLA and to utilize differentiated instruction in order to help the students achieve higher levels of proficiency. There is a UFT Teacher Center in place at PS 44R with a variety of professional material to support the teachers. There is also a full-time literacy coach to provide instructional support. There is an RTI (response to intervention) program in place to work with students in small groups.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

PS 44R has a robust inquiry process in place that features active teacher participation in ARIS communities to discuss on-going student progress. All teachers of ELLs-SWDs are conversant in the inquiry process and have facility with analyzing student data to determine what the next steps in instruction should be. There is a full-time data specialist to provide support and fine-tuned data analyses to the teachers of ELLs-SWDs.

- d) timeline for implementation.

The timeline for the implementation of this goal is from December 2011 to June 2012.

### References:

Tomlinson, C.A. (1999). *The differentiated classroom: responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Uhl-Chamot, A. & O'Malley, J.M. (1994). *The CALLA handbook: implementing the cognitive academic language learning approach*. New York, NY: Addison-Wesley Publishing Co., Inc.

### **Strategies to increase parental involvement**

- School Leadership Team (SLT)
- School Report Card Improvement areas review (SLT)
- Parent Workshops
- ARIS Parent Link
- Annual Parent Teacher Conference Quality Review Survey
- ESL and GED classes (through Community Based Organizations)
- The school will provide assistance to parents of children served by the school as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
  - the State's academic content standards;
  - the State's student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - how to monitor their child's progress; and how to work with educators.
  
- Dual Language Program – in partnership with families, provide students with a challenging and supporting academic environment that prepares them for a college preparatory path and to create a culture of responsible citizens that care, are creative, set high goals and can lead the way in the 21<sup>st</sup> century.
- E-CHALK – P.S.44's new Parent Outreach school website with information available in all languages. Easily assessable by the parents and community
- Global Connect – Parent Notification System which provides emergency notifications, text messages, absenteeism/tardiness, polling/surveying, e-mail, real time reports and message translation

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- 100% of the teachers currently teaching at Public School 44 are considered to be highly qualified.
- Public School 44 has a rigorous professional development plan in place to support the integrity of our instructional staff.

### **Service and program coordination**

- Public School 44 will utilize the after school ESL Academy, Response to Intervention program and after school tutoring programs to achieve this goal.

**Budget and resources alignment**

- Title III
- Contracts for Excellence
- Per Diem staff
- FSF
- Title I
- Literacy Coach

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the ELL-SWD student group (24 students) will demonstrate progress towards achieving state standards as measured by a 15% increase in this subgroup (4 students) scoring at a proficient level in Math (as identified by the 2011-2012 NYSTP-Math Performance as indicated in NYSTART).

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Student achievement data from the 2009-2010 school year and the 2010-2011 school year were analyzed to identify which students are most at-risk of not achieving proficiency in Math. Projected student achievement data for the current school year was also analyzed. In the 2009-2010 school year, students with disabilities (SWDs) had a performance index of 128 on the Math exam. The effective AMO for these students was 110. In the 2009-2010 school year, English Language Learners (ELLs) had a performance index of 163. The effective AMO for these students was 105. In the 2010-2011 school year, SWDs had a performance index of 129 on the Math exam. The effective AMO for these students was 126. In the 2010-2011 school year, ELLs had a performance index of 156 on the Math exam. The effective AMO for these students was 119. For the current school year, it is projected that SWDs will have a performance index of 84, that the safe harbor will fall between 85 and 96 and that the effective AMO will be 128. For the current school year, the projected effective AMO for ELLs is 122.

Thus in the 2009-2010 school year, both SWDs and ELLs met the effective AMO for Math. In the 2010-2011 school year, both SWDs and ELLs met the effective AMO for Math. However, for the current school year, it is projected that neither SWDs nor ELLs will meet the effective AMO for Math. The anticipation of this downward trend in student performance, combined with the state's designation of Restructuring—Year One, compel the creation of this specific goal.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
The Cognitive Academic Language Learning Approach (CALLA) (Uhl-Chamot & O'Malley 1994) will be utilized by teachers who work with students who are identified as ELLs and as SWDs. CALLA complements a differentiated approach to instruction. (Tomlinson 1999) CALLA supports a differentiated approach to instruction via the use of a variety of methods to scaffold the instruction. The most prominent feature of CALLA is the extensive use of a range of graphic organizers that are meant to support the acquisition of both

academic language and content area knowledge. CALLA allows for differentiation of instruction based on the needs of the students. The scaffolding measures can be as extensive or as minimal as suits the needs of the students. Special attention will be paid to the ability to write an explanation of problem solving procedures and to comprehending the language of word problems.

b) staff and other resources used to implement these strategies/activities,

It falls to the teachers of ELLs-SWDs in Grades Three, Four, and Five to implement CALLA and to utilize differentiated instruction in order to help the students achieve higher levels of proficiency. There is a UFT Teacher Center in place at PS 44R with a variety of professional material to support the teachers.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

PS 44R has a robust inquiry process in place that features active teacher participation in ARIS communities to discuss on-going student progress. All teachers of ELLs-SWDs are conversant in the inquiry process and have facility with analyzing student data to determine what the next steps in instruction should be. There is a full-time data specialist to provide support and fine-tuned data analyses to the teachers of ELLs-SWDs.

d) timeline for implementation.

The timeline for the implementation of this goal is from December 2011 to June 2012.

#### References:

Tomlinson, C.A. (1999). *The differentiated classroom: responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Uhl-Chamot, A. & O'Malley, J.M. (1994). *The CALLA handbook: implementing the cognitive academic language learning approach*. New York, NY: Addison-Wesley Publishing Co., Inc.

#### **Strategies to increase parental involvement**

- School Leadership Team (SLT)
- School Report Card Improvement areas review (SLT)
- Parent Workshops
- ARIS Parent Link

- Annual Parent Teacher Conference Quality Review Survey
- ESL and GED classes (through Community Based Organizations)
- The school will provide assistance to parents of children served by the school as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
  - the State’s academic content standards;
  - the State’s student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - how to monitor their child’s progress; and how to work with educators.
- Dual Language Program – in partnership with families, provide students with a challenging and supporting academic environment that prepares them for a college preparatory path and to create a culture of responsible citizens that care, are creative, set high goals and can lead the way in the 21<sup>st</sup> century.
- E-CHALK – P.S.44’s new Parent Outreach school website with information available in all languages. Easily assessable by the parents and community
- Global Connect – Parent Notification System which provides emergency notifications, text messages, absenteeism/tardiness, polling/surveying, e-mail, real time reports and message translation

**Strategies for attracting Highly Qualified Teachers (HQT)**

- 100% of the teachers currently teaching at Public School 44 are considered to be highly qualified.
- Public School 44 has a rigorous professional development plan in place to support the integrity of our instructional staff.

**Service and program coordination**

- Public School 44 will utilize the after school ESL Academy, Response to Intervention (RTI) program and after school tutoring programs to achieve this goal.

**Budget and resources alignment**

- Title III
- Contracts for Excellence
- Per Diem staff
- FSF
- Title I

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the all students group with particular focus on the white student sub group will demonstrate progress towards achieving state standards in ELA as measured by a 5% increase in students scoring at Level 3 and above on the NYS ELA assessment.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In the 2009-2010 school year, the all students subgroup in ELA did not meet the effective AMO for ELA. In the 2010-2009 school year, the all students subgroup did not meet the effective AMO for ELA. For the current school year, it is projected that this subgroup will not meet the effective AMO in ELA. This unsatisfactory trend in student performance, combined with the state's designation of Restructuring—Year One, compel the creation of this specific goal.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,

The Cognitive Academic Language Learning Approach (CALLA) (Uhl-Chamot & O'Malley 1994) will be utilized by the teachers who work with students in the all students subgroup. CALLA complements a differentiated approach to instruction. (Tomlinson 1999) CALLA supports a differentiated approach to instruction via the use of a variety of methods to scaffold the instruction. The most prominent feature of CALLA is the extensive use of a range of graphic organizers that are meant to support the acquisition of both academic language and content area knowledge. CALLA allows for differentiation of instruction based on the needs of the students. The scaffolding measures can be as extensive or as minimal as suits the needs of the students. Instructional strategies aimed at ELLs and SWDs will be effective for all students. Rigorous instruction benefits all students.

b) staff and other resources used to implement these strategies/activities,

It falls to the teachers in Grades Three, Four, and Five to implement CALLA and to utilize differentiated instruction in order to help the students achieve higher levels of proficiency. There is a UFT Teacher Center in place at PS 44R, with a variety of professional material to support the teachers. There is also a full-time literacy coach to provide instructional support. There is an RTI program in place to work with at-risk students in small groups.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

PS 44R has a robust inquiry process in place that features active teacher participation in ARIS communities to discuss on-going student progress. All teachers of Grades Three, Four, and Five are conversant in the inquiry process and have facility with analyzing student data to determine what the next steps in instruction should be. There is a full-time data specialist to provide support and fine-tuned data analyses to the Grade Three, Grade Four, and Grade Five teachers.

d) timeline for implementation.

The timeline for implementation of this goal is from December 2011 to June 2012.

References:

Tomlinson, C.A. (1999), *The differentiated classroom: responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Uhl-Chamot, A. & O.Malley, J.M. (1994). *The CALLA handbook: implementing the cognitive academic language learning approach*. New York, NY: Addison-Wesley Publishing CO., Inc.

**Strategies to increase parental involvement**

- School Leadership Team (SLT)
- School Report Card Improvement areas review (SLT)
- Parent Workshops
- ARIS Parent Link

- Annual Parent Teacher Conference Quality Review Survey
- ESL and GED classes (through Community Based Organizations)
- The school will provide assistance to parents of children served by the school as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
  - the State’s academic content standards;
  - the State’s student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - how to monitor their child’s progress; and how to work with educators.
- Dual Language Program – in partnership with families, provide students with a challenging and supporting academic environment that prepares them for a college preparatory path and to create a culture of responsible citizens that care, are creative, set high goals and can lead the way in the 21<sup>st</sup> century.
- E-CHALK – P.S.44’s new Parent Outreach school website with information available in all languages. Easily assessable by the parents and community
- Global Connect – Parent Notification System which provides emergency notifications, text messages, absenteeism/tardiness, polling/surveying, e-mail, real time reports and message translation

**Strategies for attracting Highly Qualified Teachers (HQT)**

- 100% of the teachers currently teaching at Public School 44 are considered to be highly qualified.
- Public School 44 has a rigorous professional development plan in place to support the integrity of our instructional staff.

**Service and program coordination**

Public School 44 will utilize the after school ESL Academy, Response to Intervention (RTI) program and after school tutoring programs to achieve this goal.

**Budget and resources alignment**

- Title III
- Contracts for Excellence
- Per Diem staff
- FSF
- Title I
- Literacy Coach

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, teachers will create a comprehensive skills inventory in the areas of literacy, math, Social Studies, and science for each grade level in order to strengthen the vertical alignment of the curriculum.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Students face a series of state examinations beginning in Grade Three. While student performance is tracked by the state in Grades Three, Four, and Five, students have been receiving instruction from either the Pre-Kindergarten or the Kindergarten levels. One way to ensure that students are properly prepared for the demands, the scrutiny, and the exacting standards of Grades Three, Four, and Five is to consider what skills the students are being taught in pre-Kindergarten through Grade Two.

Vertical alignment of the four curriculum areas across the grades is critical to ensuring the long-term success of the students. Since PS 44R is in Restructuring Year One, a more rigorous approach to curriculum alignment is warranted. In addition to articulation between teachers who teach the same grade, there must be articulation between teachers who teach on different grade levels.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,

Vertical curriculum mapping is critical to the maintenance of instructional rigor across all of the grades. Vertical curriculum alignment is critical to the establishment of benchmark tasks and to the creation of a school-wide comprehensive skills inventory. Jacobs (2004) emphasizes the importance of curriculum that is able to support instruction and that is able to adequately prepare students for assessment.

- b) staff and other resources used to implement these strategies/activities,

The creation of the comprehensive skills inventory is the undertaking of both teachers and administrators. Working on grade level teams, teachers on each grade level will be able to create a skills inventory in the areas of literacy, math, Social Studies, and science. Working as part of the

Instructional Team, grade leaders from each grade and the instructional assistant principal will be able to align the skills inventory from each grade into a comprehensive school-wide skills inventory. Through this process, a student's progression from Pre-Kindergarten the Grade Five can be charted.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

The creation of the comprehensive school-wide skills inventory is a teacher-driven, administrator-supported process. Within the ARIS community, a "ladder" of communication is in the process of being established. In this "ladder", Pre-Kindergarten teachers communicate with Kindergarten teachers. Kindergarten teachers communicate with Grade One teachers. Grade One teachers communicate with Grade Two teachers. Grade Two teachers communicate with Grade Three teachers. Grade Three teachers communicate with Grade Four teachers. Grade Four teachers communicate with Grade Five teachers.

- d) timeline for implementation.

The timeline for the implementation of this goal is from December 2011 to February 2012.

References:

Jacobs, H.H. (Ed.) (2004). *Getting results with curriculum mapping*. Alexandria, VA: Association for Supervision and Curriculum Development.

**Strategies to increase parental involvement**

- School Leadership Team (SLT)
- School Report Card Improvement areas review (SLT)
- ARIS Parent Link

**Strategies for attracting Highly Qualified Teachers (HQT)**

- 100% of the teachers currently teaching at Public School 44 are considered to be highly qualified.
- Public School 44 has a rigorous professional development plan in place to support the integrity of our instructional staff.

**Service and program coordination**

- Common Planning Periods, CCLS weekly inquiry meeting, Bi-weekly Instructional Team meetings and Principal/Administrative participation in ARIS communities.

**Budget and resources alignment**

- Literacy Coach
- Full time Data Specialist
- Title I SWP
- ARRA RTTT
- Contracts for Excellence
- SINI Grant
- Grade Leaders
- Instructional Team

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the principal and the assistant principals will conduct seven formal / informal observations for each teacher using selected components of a research based teacher effectiveness rubric to provide meaningful feedback to improve teacher pedagogy.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Using a research based framework as a tool for the improvement of professional practice is a Chancellor's initiative for the current school year. There are three basic elements that support student achievement: instruction, curriculum, and assessment. The framework supports rigorous instruction through the identification of four domains that a teacher must master. There is a pervasive need for thoughtful, rigorous instruction at PS 44R as a result of the persistent low achievement of the students. The persistent low achievement of the students on the ELA exam has resulted in the designation of Restructuring—Year One. The framework provides teachers and administrators with a common language around instructional practices, and with a common set of lenses through which to view improvements in instructional practice. It is hoped that the strengthening of instructional practice will lead to a rise in student achievement.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,

The book *Enhancing Professional Practice: A Framework for Teaching* was purchased for select faculty members. The following elements of the framework will be focused on during the 2011-2012 year: **1e** (designs coherent instruction), **2b** (establishes a culture of learning), **2d** (manages student behavior), **3b** (uses questioning and discussion techniques), **3c** (engages in student learning), and **3d** (uses assessment in instruction).

- b) staff and other resources used to implement these strategies/activities,

The grade leaders, as members of the Instructional Team, and the administrators are critical to the success of this framework as an tool that furthers instructional practice. Grade leaders will be asked to turnkey professional development to the members of their grade, and to serve as a model for selected elements of the framework. The administrators will implement the following schedule for informal walkthrough cycles: Cycle 1—10/03/11 through 11/04/11, Cycle 2—11/07/11 through 12/09/11, Cycle 3—12/12/11 through 01/20/12, Cycle 4—01/23/12 through 03/02/12, Cycle 5—03/05/12 through 04/06/12, and Cycle 6—04/16/12 through 05/18/12. The administrators will provide consistent and timely feedback to the teachers after each informal walkthrough. Teacher teams will be encouraged to choose a component to study as a group and to observe and provide feedback to each other as a means to promote professional conversations.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

All teachers will have to opportunity to discuss the walkthroughs with the administrator who performed the walkthrough. On-going conversations between teachers and administrators and teacher teams surrounding instructional practice are a hallmark of the successful implementation of the framework.

- d) timeline for implementation.

The implementation of the framework is well underway. Cycle 1 was completed on 11/01/11. Cycle 2 has already begun. There are Six cycles planned for the 2011-2012 school year.

Reference:

Danielson, C. (second ed.) (2007). *Enhancing professional practice; a framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

**Strategies to increase parental involvement**

- N/A

**Strategies for attracting Highly Qualified Teachers (HQT)**

- 100% of the teachers currently teaching at Public School 44 are considered to be highly qualified.
- Public School 44 has a rigorous professional development plan in place to support the integrity of our instructional staff.

**Service and program coordination**

- Administrative team conducts daily documented classroom walk throughs and provides one on one feedback sessions and written feedback by e-mail.
- Provide PD during grade meetings and non-attendance days.
- Purchases of professional publications

**Budget and resources alignment**

- Principal
- Assistant Principals
- Teachers/Grade Leaders
- FSF
- SINI

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>
<b>K</b>	0	0	N/A	N/A		0	0	
<b>1</b>	60-Ext.Day 2-SMILE	60-Ext.Day	N/A	N/A		0	0	
<b>2</b>	73-Ext.Day	73-Ext.Day	N/A	N/A		0	0	
<b>3</b>	12-Wilson 2-SMILE 33-RTI 75- Ext.Day	75- Ext.Day	N/A	N/A		0	0	
<b>4</b>	1-Wilson 30-RTI 79-Ext.Day	79-Ext.Day				0	0	
<b>5</b>	24-RTI 63-Ext.Day	63-Ext.Day				0	0	

6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Grades 3-5 Response to Intervention Mondo, 6 students per group, 3 times a week(push-in/pull-out), during the school day</p> <p>Grades 1-5 Extended Day- StoryTown Resource Intervention Kit, small group, classroom teacher and support personnel, two times a week</p> <p>Grade 3-4 IEP teacher provides small group instruction using Wilson</p> <p>Grade 1 and 3 (special education)- SMILE program 5-10 minutes a day, 5 times a week</p> <p>Classroom teachers provide small group instruction during the school day for grades K-5 using StoryTown guided reading materials a minimum of 3 times per week</p>
<b>Mathematics</b>	<p>Classroom teachers will provide small group instruction during the school day for grades K-5 using EDM in K-3 and GO MATH in grades 4-5</p> <p>Extended Day- small group, classroom teacher and support personnel, two times a week, using EDM /GO MATH materials</p>
<b>Science</b>	<p>The science program requires students to learn through inquiry based investigations. Teachers use an interdisciplinary approach to encourage students to activate prior knowledge and make connections. Science cluster teachers and classroom teachers work collaboratively to monitor at-risk students with science portfolios (FOSS program). At-risk students benefit from participating in hands-on experiments and working with lab equipment to collect and analysis data in real life environments. Students are encouraged to use the scientific method with support from science</p>

	magazines, trade books, journals, and resources from Units of Study
<b>Social Studies</b>	The Social Studies cluster supports classroom instruction and Units of study by working collaboratively with teachers. At-risk students utilize technology, trade books, and other resources to support learning in the content area.
<b>At-risk Services provided by the Guidance Counselor</b>	The at-risk counseling program includes services to assist students, teachers, and parents. The goal of the program is to increase levels of self-esteem, self confidence, and self motivation in students. Both emotional and social needs are addressed through individual and small group counseling.
<b>At-risk Services provided by the School Psychologist</b>	The School Psychologist will consult with teachers and parents to develop intervention plans, conduct short term counseling with at-risk students, and perform direct interventions in the classroom.
<b>At-risk Services provided by the Social Worker</b>	The Social Worker will meet with at-risk students, their families, teachers, school administration, and various agencies to help address the students' social/emotional functioning. The goal is to improve students' academic performance and social/emotional functioning. Counseling and teacher support interventions are also provided.
<b>At-risk Health-related Services</b>	The school health professionals will meet with students, their parents and teachers to discuss and plan strategies that will enhance students' health.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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2011 – 2012

**SCHOOL PARENTAL INVOLVEMENT POLICY**

**PART I - GENERAL EXPECTATIONS**

<p><b>NOTE:</b> Each school level Parental Involvement Policy must establish the school's expectations for parental involvement based upon the District Parental Involvement Policy. [<i>Section 1118- Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA</i>]</p>
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The **Thomas Brown School P.S.44** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of the participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the one percent Title I, Part A funds reserved for parental involvement is spent and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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

*(A) that parents play an integral role in assisting their child's learning;*

*(B) that parents are encouraged to be actively involved in their child's education at school;*

*(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

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

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

1. The **Thomas Brown School P.S.44** will take the following actions to involve parents in the joint development of the District Wide Parental Involvement plan under Section 1112 of the ESEA:
  - School Leadership Inquiry Team (SLT)
  - Community Education Council 31 District (CEC)
  - Office of Family Engagement
  - District Family Days hosted by the DFA's office
2. The **Thomas Brown School P.S.44** will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
  - Annual Parent Survey
  - P.B.I.S. Program School wide & Home Matrix
  - School Report Card Improvement areas review

3. The **Thomas Brown School P.S.44** will provide the following necessary coordination, technical assistance, and other support to assist Title 1, Part A schools in planning and implementing effectual parental involvement activities to improve student academic achievement and school performance:
- Parent Workshops
  - PTA Meetings
  - Parent Coordinator Family Outreach
  - Supplemental Educational Services (SES) – Free Tutoring including the READ Foundation (68 Hours) catering to students in grades K & I to promote fluent reading skills & the BELL Program which offers (120 hours) tutoring to scholars in grades k-5 in ELA & Math
  - ARIS Parent Link – which provides up to date academic information about their child. It is available in 9 languages.
  - STORY TOWN – School-wide reading program (Pre-K – 5) host Parent Workshops to empower parents to create an environment at home to inspire their child’s LOVE for reading
  - Dial A Teacher
  - PBIS At Home Matrix
  - ESL Afterschool Academy (36 sessions) – Provides ELL’s with language instruction and opportunities for language acquisition that extend beyond the classroom. The goal is to develop skills and strategies that ELL’s in grades 1 - 3 can use to improve reading & writing ability.
  - Title 3 Ell’s Summer Reading Program housed at P.S.22
  - Dual Language Program – in partnership with families, provide students with a challenging and supporting academic environment that prepares them for a college preparatory path and to create a culture of responsible citizens that care, are creative, set high goals and can lead the way in the 21<sup>st</sup> century.
  - E-CHALK – P.S.44’s new Parent Outreach school website with information available in all languages. Easily assessable by the parents and community
  - Global Connect – Parent Notification System which provides emergency notifications, text messages, absenteeism/tardiness, polling/surveying, e-mail, real time reports and message translation.

4. The **Thomas Brown School P.S.44** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: ( **Such as:** Head Start, Reading First, Early Reading First, UAU, Virtual Y, Girl Scouts, Boy Scouts, S.I. Mental Health, Child Health Plus) by:
- Staten Island Mental Health Society/District 31 school reading volunteers program
  - Girl Scouts/Boy Scouts
  - UAU & Virtual Y programs offering a wide array of resources such as parent workshops, community service projects, performing arts and culminating events
  - Health Plus which provides health coverage to families that do not have medical coverage
  - Fresh Air Fund – Offering free summer vacation to children from disadvantaged communities in New York City.
  - Groundswell Community Mural in conjunction with D.O.T With the help of students, uses art to create traffic/street signs to promote safety and to help prevent car accidents around P.S.44.
  - Principal of the Day offering students and parents to meet professionals, authors, community leaders and have them serve as Principal of the Day. The goal is to enhance student learning in underprivileged areas by showing them a wide array of professions available to them.
5. The **Thomas Brown School P.S.44** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Annual Parent Survey
  - Parent Teacher Conference Quality Review Survey

**NOTE:** This evaluation will be conducted by the Parent Coordinator with the assistance of the PTA Executive Board. In accordance with our “Parents are

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

- ESL Classes
- GED Classes
- Resume Writing
- Computer 101

By providing these free workshops, parents will receive hands-on-training in small groups to enhance their skills thereby giving them the ability to help their children and to better their families. In addition, they will be equipped with the necessary tools to secure employment in order to maximize participation.

6. The **Thomas Brown School P.S.44** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
    - the State’s academic content standards;
    - the State’s student academic achievement standards;
    - the State and local academic assessments including alternate assessments;
    - the requirements of Title I, Part A;
    - how to monitor their child’s progress; and
    - how to work with educators.

## **PART IV    ADOPTION**

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

This policy was adopted by the **Thomas Brown School P.S.44** on **10/19/11** and will be in effect for the period of **2011-2012**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **11/3/2011**

Joseph A. Miller

*(Signature of Principal)*

11/3/11 \_\_\_\_\_  
*(Date)*

**P.S.44 – The Thomas Brown School**

<b>School-Level Title I Parent Advisory Guidance Policy &amp; TITLE I PARENT ADVISORY STRUCTURE</b>
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**PS44R Opted out of being a PAC. We have a Title 1 subcommittee on the PTA. The subcommittee format allows for greater freedom in allocating resources.**

**Name**

**The name of the Title I Parent Advisory Structure shall be:  
Parent Association (PA) of P.S.44 – The Thomas Brown School.**

*The goals and objectives listed below are provided as general sample language that could be utilized to express the overall mission of your Title I parent advisory organization – you may wish to include some of this language and/or create your own!*

### **Goals and Objectives**

1. To ensure effective involvement of all parents of Title I participating children and to support the partnership between other school community stakeholders (school administration and staff, parents and caregivers, School Leadership Team).
2. To involve parents of Title I participating students in an organized and timely manner with the planning, review and implementation of Title I programs and the joint development of the school parental involvement policy and the school-parent compact.
3. To recruit parents of Title I participating students for involvement in professional development opportunities, meetings (*including the required Annual Meeting*), conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.
4. To provide information to parents of Title I participating students regarding Title I issues, and in consultation with other parents to bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration and other school community stakeholders.
5. To develop a proposed spending plan and budget in consultation with other parents of Title I participating students recommending how the school's minimum Title I 1% (up to 5%) parent involvement allocation can be best utilized to support the needs of all Title I parents.

*Note that if Title I parents have selected the PA as the school-level Title I Advisory structure, membership shall be defined in consistency with the requirements of the current Chancellor's Regulation A-660 (all parents, legally appointed guardian, foster parents and persons in parental relation to any child who currently attends the school.*

### **Title I Parent Advisory Structure Membership**

#### **Outreach to New Parent Association Members**

In the beginning of each school year, a welcoming letter from the **Parent Association** shall inform eligible parents and caregivers of **P.S.44 – The Thomas Brown School** and shall encourage their participation.

### **Voting Privileges:**

Each parent of a Title I participating child/children currently attending **P.S.44 – The Thomas Brown School** shall be entitled to one vote concerning Title I related matters.

### **District Representatives**

The officers of the **Parent Association** shall be: Chairperson, Vice-Chairperson, Recording Secretary, Treasurer, Corresponding Secretary, and subcommittee Chairperson.

### **Term of Office**

The term of office for the **District Representative and alternate** shall be from **July 1st** to **June 30th**. Officers shall be elected in **May** for a **one**-year term beginning in **July**.

Qualifications for the officer positions listed above is limited to parents, legally guardians or persons in parental relation who meet the criteria as outlined in these Guidelines and are not employed at **P.S.44 – The Thomas Brown School**.

### **Duties of District Representatives**

The **Title 1** Chairperson shall:

- preside at all meetings of the **Title 1 P.S.44 Committee** and shall be an ex-officio member of all committees except the nominating committee
- delegate responsibilities to other **parent** members and shall encourage meaningful participation in all **Parent Involvement** activities
- serve as the **P.S.44 Elected Representative** to the *District Title I Parent Committee (DPAC or Presidents' Council)* and shall be required to attend all district Title I parent leader meetings
- share information and provide reports to **Parent Association** membership
- meet regularly with the **Title 1 Officers** and **Parent Teacher Association Executive Board** to plan **monthly** meeting agendas and other activities/events
- Assist with the transfer of **Title 1** records to the incoming **Title 1 Parent Association** officers prior to the end of his/her term of office.

The **Title 1 Alternate** shall:

- Assist the **Title 1** Chairperson with the duties as outlined above and shall assume his/her duties in his/her absence or at the **Title 1** Chairperson's request.

**Title 1** Standing Committees (*optional*)

*There shall be a Title 1 standing committee as part of the PTA of P,S.44 – The Thomas Brown School.*

**Review and Amendments to P.S.44 - The Thomas Brown School Guidance Document**

- This **Title 1** Guidance document should be reviewed annually to ensure that they remain current with State, Federal and Department of Education requirements and continue to meet the needs of the **P.S.44 PTA** membership.
- Proposed amendments shall be presented in writing to the Title I parent community prior to any vote taken to adopt the amendment(s). Adopted amendments shall be attached to this document and remain on file in **The PTA Office**.
- This **Title 1** Guidance document shall be distributed to all parents of children who attend **P.S.44 – The Thomas Brown School** and shall be signed below in order to verify the date of general distribution to the Title I parent community.

Date of Review by **Title 1 Committee** Membership

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Signature of **Title 1** Chairperson and **PTA** President

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Date of Distribution to the **general** Membership  
**November 3, 2011**

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 31R044 **School Name:** The Thomas C. Brown School P.S. 44

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)                             External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

From the 2010-2011 School Quality Review:

- Strengthen the use of data to differentiate classroom groupings and learning activities to provide appropriate challenge aligned to student achievement levels in order to accelerate progress.
- The school's newly adopted literacy curriculum supports student groupings above, below and at grade level. The implementation of this program provides a broad understanding of student's performance levels. However, this level of attention in directing small group instruction is not consistent across all classrooms. As a result, all academic tasks do not ensure active engagement nor do they leverage student's strengths in order to promote higher levels of thinking.
  - Deepen data organization and analysis to ensure that all teachers know the strengths and needs of individual and groups of students across all classrooms on an ongoing basis to support targeted instruction.
- Teachers use periodic assessment data, such as Instructionally Targeted Assessment, the Writing and Reading Assessment Profile and running records to plan for student learning. This allows for small group instruction within classrooms. However, the understanding of and application of the analysis of these assessments is limited in that it does not foster the identification of areas of need for specialized sub-groups of students such as the lowest third, students with disabilities and English language learners. As a result, individual and teams of teachers are unable to provide targeted instruction to students based on their specific areas of need, preventing greater progress for these groups of students.
  - Establish greater consistency in setting and articulating long- and short-term learning goals that are explicit with next steps and shared with all students to ensure ongoing progress.
- Teachers diligently provide feedback to students on work products. Most of their comments are aligned to the rubrics used to assess student work. However, there is inconsistency in the grading policies; rubrics used for tasks anchored to the schools instructional focus area in English language arts differ between activities and assignments. This prevents students from understanding where they are in their learning, and the specific steps they need to take to get to the next level.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - The school's master schedule allows for weekly grade-level common planning. In addition, teacher team inquiry meetings occur three times per month. A core instructional team was formed with representatives from all grades and an administrator. All of these scheduled opportunities allow for discussion of student data and grade wide trends. The work of looking at school-wide trends and establishing vertical planning and uniformity is in progress.
  - After an in-depth analysis of student data from the state-wide English Language Arts test, it was determined that approximately 74 students were on the cusp of being proficient. A Response to Intervention program was developed to target these students three times per week to support them in their move towards proficiency.
  - Professional development on protocols for looking at student work, the Common Core Learning Standards (CCLS) and aligning rubrics to the performance task and CCLS have been offered to teachers on city-wide professional development days as well as a School-Based Option for an additional professional development day and creative scheduling to have in-house professional development for specific teachers on regular instructional days.

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - It is the goal of administration to build capacity among the teaching staff in order to create a wider circle from which knowledge of current initiatives and practices can be disseminated. For example, on the last professional development day, a classroom teacher was one of the presenters. In addition, teachers will be given opportunities to attend network level professional development and turn-key the information to their colleagues.
  - Professional development on protocols for looking at student work, the Common Core Learning Standards (CCLS) and aligning rubrics to the performance task and CCLS have been offered to teachers. In addition, training on teacher effectiveness frameworks and their actualization has been provided. One of our ESL teachers/administrative interns is conducting a series of professional development on teaching English Language Learners. These strategies are applicable to all of our struggling learners. Substitutes are acquired so that teachers can attend strategically targeted professional development sessions.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Each new teacher is paired with an experienced teacher and they meet twice a week to discuss "nuts & bolts" issues such as parent/teacher conferences, how to fill out cumulative records, report cards, etc. as well as classroom practices, individual student needs and data, improving pedagogical practices, etc. New teachers also are supported through model lessons, improvement of pedagogical practices by the literacy coach. Collection of data and data analysis support is provided by the data specialist.

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

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



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Jose Ruiz/Debra Van Nostrand</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>044</b>
School Name <b>Thomas C. Brown</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Joseph A. Miller</b>	Assistant Principal <b>Cynthia Bradley</b>
Coach <b>Nadine O'Brien</b>	Coach <b>type here</b>
ESL Teacher <b>Elba McGarry</b>	Guidance Counselor <b>Bennetta Amet</b>
Teacher/Subject Area <b>Sonia Rodriguez/Dual Language</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Wonda Williams</b>
Related Service Provider <b>type here</b>	Other <b>Elizabeth Morrison</b>
Network Leader <b>Debra Van Nostrand</b>	Other <b>Sarah L. Hamilton</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>824</b>	Total Number of ELLs	<b>84</b>	ELLs as share of total student population (%)	<b>10.19%</b>
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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

1a. PS 44R is a Pre-Kindergarten through Grade Five elementary school located in Mariner's Harbor, Staten Island. The total number of students enrolled at PS 44R including Pre-Kindergarten is 907. The number of students enrolled at PS 44R NOT including Pre-Kindergarten is 824. For the purposes of the LAP, student enrollment is considered to be 824 (this number is reflective of grades K-5). As of this writing, there are 84 students who receive English Language support services. 73 students are in the Freestanding ESL program. 6 students are in the Dual Language Program, and 5 students are in the Bilingual Special Education class. 10.19% (84 out of 824) of the students are classified as English Language Learners (ELLs). The current ELL population at PS 44R includes students whose native languages are Spanish, French, Chinese, and Urdu.

Upon arriving at PS 44R for registration, each parent or guardian is given a HLIS (Home Language Information Survey) form to be completed. The LAB-R (Language Assessment Battery--Revised) Coordinator (Mrs. Elba McGarry) is responsible for reviewing the answers to questions one through eight. Questions one through four comprise Part I. Questions five through eight comprise Part II. Eligibility to be given the LAB-R is determined through parent responses to the questions in Part I and Part II based on the following guidelines. The LAB-R is to be administered if the parent checks a language other than English for at least one question in Part I and at least two questions in Part II. An informal interview will take place if a parent checks a language other than English for at least one question in Part I, checks a language other than English for question number five in Part II and checks English for questions six, seven, and eight in Part II. Then that parent will be interviewed by Elba McGarry. A review of the HLIS forms and parent interviews will be conducted by a trained pedagogue such as Elba McGarry or Sarah Hamilton.

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

1b. The LAB-R Coordinator is Elba McGarry, the full-time ESL teacher. Mrs. McGarry is a certified ESL teacher who also holds a bilingual extension. Mrs. McGarry is responsible for reviewing the HLIS forms to determine eligibility to take the LAB-R. Mrs.

McGarry also determines if the informal interview is necessary. She is fluent in English and Spanish. Sarah Hamilton, the Dual Language Coordinator/ELL Liaison is also a certified ESL teacher. Mrs. Hamilton can conduct the informal interview in Mandarin Chinese should the need arise.

1c. Children who receive English language development support services will be administered the NYSESLAT (New York State English as a Second Language Achievement Test) on an annual basis to determine progress and continued eligibility. The NYSESLAT traditionally takes place in May. Parents will be sent letters with the specific dates for the listening, speaking, reading, and writing components of the NYSESLAT ahead of time. Elba McGarry and Sarah L. Hamilton are responsible for administering the NYSESLAT. Mrs. McGarry and Mrs. Hamilton utilize the RLER to confirm the list of students who are eligible to take the NYSESLAT. Mrs. McGarry and Mrs. Hamilton utilize a checklist that is organized by grade to ensure that all eligible students are administered all four sections of the NYSESLAT. The checklist has the students' names, followed by four boxes. Each box is one section of the NYSESLAT. As each section is administered, the date is written into the corresponding box. An example of how the checklist is organized appears here:

Name	Speaking	Listening	Reading	Writing
Juana Doe	05/01/11	05/08/11	05/09/11	05/10/11

The checklist includes all students who are eligible to take the NYSESLAT and utilized throughout the NYSESLAT administration. As each part of the NYSESLAT administration is concluded, the checklists are kept on file in Room 413, the ESL classroom.

**This school serves the following grades (includes ELLs and EPs)**  
 Check all that apply

- 1  2  3  4  5   
 6  7  8  9  10  11  12

2. When a child is determined to be eligible for English language development support services, an entitlement letter is sent home to the parent/guardian with a line on the bottom of the page where the parent/guardian should sign his/her name and return the signed letter to the school. The ESL teacher, Mrs. Elba McGarry, keeps a copy of all entitlement letters that have been sent home with the students. Copies of the entitlement letters are kept on file because a variety of situations occur. Sometimes the parents/guardians rip off the bottom of the entitlement letter and only return the part of the letter with their signature. Sometimes the entire letter is returned with a parent/guardian signature at the bottom. Sometimes there is no response. In cases where entitlement letters are not returned, Mrs. McGarry will call home. The entitlement letters are sent home in the student's native language and in English. An invitation will also be included with the entitlement letter indicating when, where, and what time the orientation will take place. Mrs. McGarry also calls each student's home to encourage and remind parents/guardians to attend the orientation. Mrs. McGarry is certified as an ESL teacher, as a Common Branches teacher, and she has a bilingual extension to her Common Branch license.

At the orientation parents/guardians are welcomed with refreshments and must sign in. An agenda is handed out. It is in English and Spanish. The typical agenda for an orientation is: Greeting and Introduction, Criteria for identification of ELLs (HLIS) form, notification of LAB-R results, overview of ELL programs, District 31 options for ELLs, viewing of the orientation video for parents of English Language Learners, a question/answer period and the explanation of and completion of the Program Selection Form. Parents complete the Program Selection Form and return it to Mrs. McGarry. In the event that Mrs. McGarry cannot conduct the parent orientation, Mrs. Sarah Hamilton will conduct the orientation. Mrs. Hamilton is a certified ESL teacher.

3. The proficiency of ELLs is determined through the annual administration of the NYSESLAT. Based on the scores each student receives on the Listening, Speaking, Reading, and Writing test, each student is assigned an overall level of proficiency ranging from beginning through proficient. Students who have achieved an overall level of proficiency are no longer eligible to receive English language development support services. These students are eligible for two years of transitional support services. The parents of these students are notified by letter at the beginning of the school year. A copy of this letter is kept on file. The letter is sent home in the student's native language and English. Parents are encouraged to contact Mrs. McGarry if they have questions. Student who have achieved an overall level of beginning, intermediate, or advanced continue to be eligible to receive English language development support services. The parents of these continuing ELLs are notified by letter at the beginning of the school year. The letter is sent home in the student's native language and English. A copy of this letter is kept on file. At the bottom of this letter there is a line for the parents to sign and return. Parents are encouraged to contact Mrs. McGarry if they have any questions. The entitlement letters are collected by Mrs. McGarry and are kept on file in Room 413, the ESL classroom.

4. At PS 44R students who have been identified as ELLs fall into three categories: 73 students in the Freestanding ESL program, 6

students in the Dual Language program, and 5 students in the Bilingual Special Education class. ELLs in the Dual Language program are serviced by the ESL teacher for the Freestanding ESL program. Students are placed into the Freestanding ESL program in the following ways: They test in through their scores on the LAB-R. The LAB-R discriminates between the beginning and intermediate levels. All students continuing in the Freestanding ESL program at PS 44R are in the program according to parent/guardian choice. Students are placed into the Bilingual Special Education class based on two types of evaluation. The first type of evaluation is based on language development. The ESL teacher administers the LAB-R and the Spanish LAB to the child. The LAB-R determines whether or not the student is eligible for language development support services. The Spanish LAB determines whether or not Spanish is the dominant language for the student. Students placed into the Bilingual Special Education class initially have Spanish as their dominant language. The second type of evaluation is based on cognitive ability. The school bilingual psychologist administers a battery of clinical diagnostic tests. The results of these tests are compiled into a clinical report. Based on the clinical report, the student is recommended for Bilingual Special Education. Each student in the Bilingual Special Education class has an IEP that indicates bilingual education as the mode for language development support. Continued entitlement letter records are maintained in Room 413, the ESL classroom. Parents are provided with oral and written translation into their native languages via either in-house school personnel or the Office of Language Translation and Interpretation.

5. The current ESL teacher at PS 44R began her position at the school in the 2007-2008 school year. Therefore the discussion of program selection trends is confined to the following school years: 2007-2008, 2008-2009, 2009-2010, 2010-2011, and the current 2011-2012 school year. In the 2007-2008 school year, a review of the parent selection forms and continued entitlement letters on file, reveals 10 ELLs were in the Bilingual Special Education class, 65 ELLs were in the Freestanding ESL program, and that 1 ELL was X-coded. In that year, there were 17 newly identified ELLs. The parents/guardians of all 17 ELLs chose the Freestanding ESL program. In the 2008-2009 school year, a review of the parent selection forms and continued entitlement letters on file reveals that 10 ELLs were in the Bilingual Special Education class, 72 ELLs were in the Freestanding ESL program, and 9 ELLs were X-coded. In that year, there were 17 newly identified ELLs. The parents/guardians of 16 ELLs chose the Freestanding ESL program. 1 parent/guardian chose a Dual Language program. When it was explained to the parent that PS 44R did not have a Dual Language program, that parent selected the Freestanding ESL program instead. In the 2009-2010 school year, a review of the parent selection forms and continued entitlement letters reveals that 7 ELLs were in the Bilingual Special Education class, 64 ELLs were in the Freestanding ESL program, and 6 ELLs were X-coded. In that year, there were 11 newly identified ELLs. The parents/guardians of 7 ELLs chose the Freestanding ESL program. The parents/guardians of 2 ELLs chose a transitional bilingual education class. These 2 ELLs were placed into the Freestanding ESL program because not enough parents chose a transitional bilingual education class as the mode of language development support services. The parents who chose a bilingual education class were informed that their children would be placed into the Freestanding ESL program instead. If 13 more parents/guardians of ELLs who share a native language choose a transitional bilingual education class as the mode of language development support services for their children, then a transitional bilingual education class would be opened. The parents were informed of the need for 15 or more parents/guardians of ELLs who share a native language to choose transitional bilingual education in order to open a class. It should be noted that the 15 ELLs must either be in the same grade or two contiguous grades. 1 parent/guardian chose a Dual Language Program. When it was explained to this parent/guardian that PS 44R did not have a Dual Language program at that time, the parent/guardian chose the Freestanding ESL program for their child. In the 2010-2011 school year, a review of the parent selection forms and continued entitlement letter reveals that 9 ELLs are in the Bilingual Special Education class, 67 ELLs are in the Freestanding ESL program, and 4 ELLs have been X-coded. There were 19 newly identified ELLs in that year. The parents/guardians of 18 ELLs chose the Freestanding ESL program. The parents/guardians of 1 ELL chose a Dual Language program. This ELL was placed in the Freestanding ESL because PS 44R did not have a Dual Language program at that time. When it was explained to this parent/guardian that PS 44R did not have a Dual Language program at that time, the parent/guardian chose the Freestanding ESL program for their child. Please note that the practice of X-coding students took place during a time when the practice was permissible. Since New York State has recently decided that the practice of X-coding ELLs is no longer acceptable, PS 44R is in compliance and no longer X-codes ELLs.

In the current 2011-2012 school year, a review of the parent selection forms and continued entitlement letters reveals that 5 ELLs are in the Bilingual Special Education class, 73 ELLs are in the Freestanding ESL program, and 6 ELLs are in the Dual Language Program. There are 9 newly identified ELLs this year. The parents/guardians of 6 ELLs chose the Dual Language Program. The parents/guardians of 3 ELLs chose the Freestanding ESL program.

6. Based on the program selection forms and continued entitlement letter, the trend for parental choice has clearly been to place ELLs into a Freestanding ESL program. Whenever a parent/guardian selected a transitional bilingual education class as their first choice, they were given to the option to move their child to a school that offers a transitional bilingual education program. In each case, the

parent/guardian chose to pace their child into the Freestanding ESL program at PS 44R rather than change schools. All parents/guardians were informed of the obligations of the school to open a transitional bilingual education class in the event that 15 parents/guardians of ELLs (who share a native language and are in the same grade or two contiguous grades) choose transitional bilingual education as the mode of language development support services. There is communication throughout the school year between the providers of language development support services and the parents/guardians of ELLs. Every attempt is made to place an ELL into the program that his/her parents/guardians selected. In situations where the parents/guardians' first choice cannot be honored, alternatives are discussed. All parents of Kindergarten ELLs were offered the Dual Language Kindergarten as a choice. Of the 12 Kindergarten ELLs, 6 ELLs are in the Dual Language Kindergarten. The placement of ELLs into either the freestanding ESL program, the Dual Language program, or the Special Education Bilingual Class is aligned to parent choice.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K\* 1\* 2\* 3\* 4\* 5\*  
6● 7● 8● 9● 10● 11● 12●

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes*	No●	If yes, indicate language(s): Spanish

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)		1	1	1										3
<b>Dual Language</b> (50%:50%)	2													2
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	2	2	2										8
<b>Total</b>	4	3	3	3	0	0	0	0	0	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	47	Special Education	23
SIFE	0	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	2

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. ①

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	1	0	1	4	0	4	0	0	0	5
Dual Language	6	0		0	0	0	0	0	0	6
ESL	40	0		31	0		2	0	2	73
Total	47	0	1	35	0	4	2	0	2	84
Number of ELLs in a TBE program who are in alternate placement: 0										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	2	2										5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>5</b>								

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	EP	EL	EP																
Spanish	26	24																	26	24
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	26	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26	24

**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
<b>TOTAL</b>	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): 20

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 21

Asian:     

Hispanic/Latino: 29

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	9	20	9	13	13	7								71
Chinese	2		1											3
Russian														0
Bengali														0
Urdu			1	1										2
Arabic	1													1
Haitian														0
French			1	1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	12	20	12	15	13	7	0	0	0	0	0	0	0	79

# 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. The freestanding ESL program at PS 44R is a combination of push-in and pull-out services. The push-in component will service students in Kindergarten and first grade. The push-in component will also service the six ELLs in the Dual Language program. Students in grades 2 and 3 will receive 4 periods of ESL via the pull-out component and 4 periods of ESL via the push-in component. The pull-out component will service students in grade four and grade five. The push-in component of the Freestanding ESL program is heterogeneous, which means that Kindergarten, Grade One, Grade Two, and Grade Three ELLs will receive ESL instruction at the same time regardless of proficiency level. The pull-out component of the Freestanding ESL program is ungraded since more than one grade is serviced at a time. The ELLs in the 2<sup>nd</sup> and 3<sup>rd</sup> grade groups and in the 4<sup>th</sup> grade and 5<sup>th</sup> grade group will be pulled out of their assigned classrooms. The pull-out groups are heterogeneous since more than one proficiency level will be serviced at one time. All beginning and intermediate ELLs in the Freestanding ESL program will receive 360 minutes of ESL instruction. All advanced ELLs will receive 180 minutes of ESL instruction from the ESL teacher and 180 minutes of ELA instruction from their classroom teacher. The language of instruction is English. While the language of instruction is English, the ESL classroom has a library that features books in both Spanish and English.

2a. To support the Freestanding ESL program, there is one full-time teacher and one part-time teacher (two days a week). The two ESL teachers (Mrs. McGarry and Mrs. Hamilton) provide 360 minutes of ESL per week (8 periods per week) to students at the beginning and intermediate levels. The two ESL teachers provide 180 minutes of ESL (4 periods per week) to students at the advanced level. Mrs. McGarry, the full-time ESL teacher, has the following schedule. Please note: B = Beginning, I = Intermediate, and A = Advanced.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1	Kindergarten Push-In	Grade 3 Push-In	Kindergarten Push-In	Grades 2 and 3 (B/I/A) Pull-Out	Grade 1 Push-In

## A. Programming and Scheduling Information

Period 2	Kindergarten Push-In	Grade 3 Push-In	Kindergarten Push-In	Grade 3 Push-In	Grades 4 and 5 (B/I) Pull-Out
Period 3	Grades 4 and 5 (B/I) Pull-Out	Grade 1 Push-In	Grades 4 and 5 (B/I) Pull-Out	Grade 1 Push-In	Grades 4 and 5 (B/I) Pull-Out
Period 4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 5	Grade 2 Push-In	Grades 2 and 3 (B/I/A) Pull-Out	Grades 2 and 3 (B/I/A) Pull-Out	Grades 2 and 3 (B/I/A) Pull-Out	Grades 2 and 3 (B/I) Pull-Out
Period 6	Grade 1 Push-In	Grade 1 Push-In	Grade 1 Push-In	Grade 1 Push-In	Grade 1 Push-In
Period 7	PREP	PREP	PREP	PREP	PREP

Mrs. Hamilton, the part-time ESL teacher, has the following schedule. Please note: B=Beginning, I=Intermediate, and A=Advanced.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1		PREP		PREP	
Period 2		Grade 2 Push-In		Grade 2 Push-In	
Period 3		Grades 4 and 5 (B/I/A) Pull-Out		Grades 4 and 5 (B/I/A) Pull-Out	
Period 4		Grades 4 and 5 (B/I/A) Pull-Out		Grades 4 and 5 (B/I/A) Pull-Out	
Period 5		LUNCH		LUNCH	
Period 6		Kindergarten Push-In		Kindergarten Push-In	
Period 7		Kindergarten Push-In		Kindergarten Push-In	

It is important to note that all ELLs who are at the advanced level receive 180 minutes per week of ESL and 180 minutes of per week of ELA.

2b. Ms. Gonzalez, the teacher of the Bilingual Special Education class, serves five students who are either at the beginning or intermediate level (as determined by the NYSESLAT). Ms. Gonzalez provides 60 minutes of Native Language Arts instruction per day. Ms. Gonzalez provides 360 minutes per week of ESL instruction to the students in her class.

Mrs. Rodriguez and Mrs. Jimenez provide all of the students in the Kindergarten Dual Language program with the requisite amounts of language instruction. Mrs. Rodriguez provides at least 60 minutes of Native Language instruction per day. Mrs. Jimenez provides at least 60 minutes of English Language Arts instruction per day. The ELLs in the Dual Language Program are either beginning or intermediate level and receive 360 minutes of ESL instruction per week from Mrs. McGarry and Mrs. Hamilton (the ESL teachers).

## A. Programming and Scheduling Information

3. The push-in component of the Freestanding ESL program at PS 44R is on the Kindergarten, Grade 1, Grade 2, and Grade 3 levels. The ESL teacher will be pushing into the classroom during the literacy portion of the curriculum. The structure of the lessons in the Storytown Reading Curriculum and the Storytown Writing Curriculum follows a general pattern. There is a whole group mini-lesson in which the concept for the unit of study is introduced. After the mini-lesson, the students are split into small groups for specialized instruction. At the end of the lesson, the entire class re-groups for a whole-class share. The majority of the instruction time is spent working with the students in small groups. The language of instruction is English. Additional language support is provided to ELLs through the use of individualized word walls, use of increased visual aids, and explicit grammar instruction when necessary.

The pull-out component of the Freestanding ESL program serves students in Grade 2, Grade 3, Grade 4, and Grade 5. The focus of instruction is strengthening the students' abilities in spoken and written English. The Freestanding ESL program supports the Storytown literacy curriculum in place at PS 44R by utilizing a workshop model. A typical lesson in the Freestanding ESL program features a mini-lesson, small group work, and a whole class re-grouping. The ESL classroom is a print-rich environment with charts, pictures, graphic organizers, and a word wall on display. The classroom library contains books in English and Spanish. The development of basic vocabulary for second grade students is supported through the use of repetition of core words. Core words are taught through songs, pictures, and books. Total Physical Response (TPR) is also employed to keep the youngest ELLs engaged. The development of content area vocabulary for third, fourth, and fifth grade ELLs is supported through the use of "Sensational Sentences". "Sensational Sentences" is a contemporary method of scaffolding vocabulary development. It is predicated on the idea that the target vocabulary word is taught in conjunction with more basic equivalents. For example, the target vocabulary word is "squabble". The word "squabble" is introduced via the word "fight" and is associated with the word "disagree". Through the student's prior knowledge of the word "fight" and access to the

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	50%	100%	50%
75%	50%	75%	50%
50%	50%	50%	50%
25%	50%	25%	50%
0%	50%	0%	50%

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

instruction is English with continued native support.

Content area instruction in the Bilingual Special Education class presents unique challenges to the teacher. For native language arts instruction, balanced literacy is combined with explicit phonics instruction in Spanish. Students receive a total of 90 minutes of native

## B. Programming and Scheduling Information--Continued

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

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. At PS 44R, three ELL subgroups receive targeted intervention programs. The largest ELL subgroup are the students that have been identified as ELLs-SWDs. The following interventions will be provided: differentiated small group instruction, Lexia reading program, and ThinkCentral. Differentiated small group instruction will engage the students through different learning modalities based on Howard Gardner's theory of multiple intelligences. The Lexia reading program will engage the students through individualized instruction in vocabulary and comprehension. ThinkCentral will enhance the reading-writing connection through activities such as bookmaking, that engage the students in reading and writing. The language for these targeted intervention programs is English.

The second ELL subgroup to receive targeted intervention programs is the group of ELLs receiving language development support services for more than four years but less than six years. These students continue to receive language development support services due to weak written language skills. To enable these students to improve their understanding of content area knowledge, both reading skills and writing skills need to be strengthened. To improve writing skills, small group instruction that targets content, organization, and editing will be provided. Students will have many opportunities to write daily. The software Lexia will be used by students who struggle with phonemic awareness skills and who need reinforcement in this area. The language of instruction for these targeted programs is English.

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

Selected ELLs will receive RTI services. The RTI services, coordinated by the Literacy Coach (Nadine O'Brien) and Cynthia Bradley (Assistant Principal) will provide individualized intervention in the area of ELA. ELLs who are having difficulty in math will be provided with small group and individualized instruction. Differentiated instruction in social studies and science is standard practice. ELLs will be provided with the extra support that they need in order to succeed in these two content areas. The language of instruction for these intervention practices is English.

9. At PS 44R there are 7 students who reached proficiency on the Spring 2011 administration of the NYSESLAT. All 7 students are entitled to two years of transitional support. For the second and third grade students who reached proficiency, transitional support will be available through participation in the Title III program. For the third grade student who reached proficiency, transitional support will be available through extended time provided on the ELA, Math, and Science tests, as well as focused, small-group instruction. All former ELLs are eligible for an extension of time (time and a half) on the state ELA, math, and science tests.

10. For the 2011-2012 school year, the push-in component to the Freestanding ESL program has been expanded. In addition to Kindergarten and Grade One, the push-in component is currently being implemented in Grade Two and Grade Three. The Freestanding ESL program will continue to have a strong pull-out component. The Bilingual Special Education Class remains in place. There is a Dual Language Program in Kindergarten. Interested readers are referred to the schedules for Mrs. McGarry and Mrs. Hamilton that appear in section 2a on pages 8 and 9 of this document. Interested readers are also referred to the schedules for Mrs. Jimenez and Mrs. Rodriguez that appear in section 3 on page 15 of this document.

11. As of this writing, there are no plans to discontinue programs/services for ELLs at PS 44R.

12. The following programs are offered to the entire school population: Virtual Y, UAU (United Activities Unlimited), READ, Sports

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12. The following programs are offered to the entire school population: Virtual Y, UAU (United Activities Unlimited), READ, Sports and Arts, and BELL. At the beginning of the school year, information was provided to the parents in English and the appropriate native

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

1. Each of the teachers in the Dual Language program is responsible for instruction in math, literacy, social studies, and science. Mrs. Jimenez (K-113) is responsible for English instruction. Mrs. Rodriguez (K-112) is responsible for Spanish instruction. Thus Mrs. Jimenez will teach math, literacy, social studies, and science in English to all of the students enrolled in the Dual Language program. Mrs. Jimenez will teach in English to her class (K-113) and to Mrs. Rodriguez's class (K-112) on alternate days. Mrs. Rodriguez will teach in Spanish to her class (K-112) and to Mrs. Jimenez's class (K-113) on alternate days. For native English speakers (EPs) and for native Spanish speakers (ELLs), 50% of the instruction is in English and 50% of the instruction is in Spanish. All students spend roughly equal amounts of time learning in their native language and in their target language. Parallel curriculums in English and Spanish are in place to facilitate the delivery of instruction in both languages.

2. In the Dual Language Program, EPs and ELLs are integrated for the majority of the instructional day. Mrs. Jimenez has 13 native Spanish speakers (ELLs) and 12 native English speakers (EPs) in her class. Mrs. Rodriguez has 13 native Spanish speakers (ELLs) and 12 native English speakers (EPs) in her class. Because emergent literacy is taught in the child's first language, the EPs and ELLs are separated for literacy instruction. The students are separated by native language for instruction in literacy and for ESL (English as a Second Language) and SSL (Spanish as a Second Language).

3. The major separation of language for instruction is by teacher. Students alternate days between English instruction with Mrs. Jimenez (K-113) and Spanish instruction with Mrs. Rodriguez (K-112). Mrs. Jimenez welcomes students into a classroom that is print-rich in English. Mrs. Rodriguez welcomes students into a classroom that print-rich in Spanish. A sample schedule for Mrs. Jimenez (K-113) appears below:

Mrs. Jimenez, English (K-113)

	MON (K-113)	TUE (K-112)	WED (K-113)	THU (K-112)	FRI (K-113)
Period 1	Literacy	Social Studies	ESL	Science	Math
Period 2	Literacy	Literacy	ESL	Social Studies	PREP
Period 3	PREP	Math	PREP	Math	Literacy
Period 4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 5	Science	PREP	Literacy	PREP	Literacy
Period 6	Math	ESL	Math	Literacy	Social Studies
Period 7	Centers	ESL	Science	Literacy	Centers

A sample schedule for Mrs. Rodriguez, Spanish (K-112) appears below:

	MON (K-112)	TUE (K-113)	WED (K-112)	THU (K-113)	FRI (K-112)
Period 1	ESL	Social Studies	SSL	Literacy	Math
Period 2	ESL	Literacy	SSL	Science	PREP
Period 3	PREP	Math	PREP	Math	Literacy
Period 4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 5	Literacy	PREP	Literacy	PREP	Literacy
Period 6	Math	SSL	Math	ESL	Social Studies
Period 7	Centers	SSL	Science	ESL	Centers

4. A side by side model is used in the Dual Language program. PS 44R has two Kindergarten dual language classes via the side by side model. The side by side model allowed PS 44R to have two dual language classes rather than just one dual language class. This means that a cohort of 50 students learning two languages is possible rather than one class of 25 students.

## Courses Taught in Languages Other than English

### 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.

Paste response to questions 1-3 here

1. There are three approaches to the teaching and learning of English as a Second Language that the Office of English Language Learners (OELLs) supports. The first approach is a constructivist approach in which teachers and students are partners in the creation of knowledge. The second approach is a collaborative team based approach in which teachers of ELLs become partners with teachers of special education students and teachers of general education students. In this approach, teachers are taught to view themselves as part of a larger instructional team. The third approach is a reflective teaching approach in which teachers are taught to think critically about their teaching practices in order to affect change. reflective teaching encourages teachers to keep effective teaching strategies and to discard ineffective teaching strategies.

Professional development for teachers who work with ELLs will be offered at PS 44R. PS 44R will offer professional development that embodies a constructivist approach, collaborative teaching, and reflective practice. The professional development to be offered at PS 44R will target cluster teachers and classroom teachers that have a significant number of ELLs. Four hours of in-house professional development will be provided in December, January, February, March, and April. A final four hours will be provided in June. Sarah L. Hamilton, the Dual Language Program Coordinator/ELL Liaison, will provide the in-house professional development. Copies of "Every Teacher's Tool Kit: Closing the Achievement Gap for English Language Language Learners" will be purchased for selected faculty members. Among the topics to be covered are: Strategies for Newcomers, Vocabulary Instruction for ELLs, Content Area Instruction for ELLs, Writing Instruction for ELLs, Academic Literacy for ELLs, Academic Literacy for ELLs aligned to the CCSS, Critical Thinking Skills for ELLs, and the Test Taking Strategies for ELLs. Attention will also be paid to the instructional strategies for ELLs that are also effective for students with disabilities (SWDs).

The school wide calendar reflects the variety of professional development around providing high-quality instruction to ELLs that staff members at PS 44R have been engaged in during the 2011-2012 year. The calendar includes past, present, and future professional development aimed at teachers of ELLs. A list of specific staff members who have attended the various professional development sessions is also included. Sonia Rodriguez (Dual Language Kindergarten Spanish Teacher), Jennifer Jimenez (Dual Language Kindergarten English Teacher), and Sarah L. Hamilton (Dual Language Coordinator) participated in a series of in-house professional development sessions in July 2011 and August 2011. The Dual Language Curriculum Development sessions were held on July 11, July 12, July 13, July 14, July 19, and July 20 of 2011. The Dual Language Curriculum Development sessions were also held on August 04, August 08, August 09, August 10, August 11, August 15, August 16, August 17, August 18, and August 22 of 2011. On September 07, 2011 Mrs. Rodriguez, Mrs. Jimenez, and Mrs. Hamilton met to plan for the first week of the Dual Language Program. On September 23, 2011, Cynthia Bradley (Assistant Principal) attended an ELL Literacy and Leadership Institute. On September 26 and 27, 2011 Sonia Rodriguez and Sarah Hamilton attended the Estrellita Literacy training. On September 28, 2011, Sarah Hamilton attended an additional day of Estrellita Literacy training intended for coaches. On November 04, 2011, Elba McGarry and Sonia Rodriguez attended an OELL sponsored workshop: "Distinguishing Between Language Acquisition and Learning Disabilities". On November 08, 2011, Sarah Hamilton and Sonia Rodriguez attendend the OELL conference: "From Theory to Practice: English Language Learners and the Common Core Standards". On November 30, 2011, in-house PD will be offered to the following teachers who work with ELLs: Mrs. Sabini, Ms. Fournier, Mrs. Chiusano, Mr. Kaska, Mrs. Tarantola, Ms. Buffaloe, Mr. Barbarino, Ms. Speziale, Ms. Roskowsinski, Ms. Flynn, Mrs. Bialor, Mrs. Sepulveda, and Mrs. Toth. The teachers mentioned above will laso be provided with in-house professional development in December 2011, January 2012, February 2012, March 2012, April 2012, and June 2012. On December 01, 2011 and December 02, 2011, one of the dual language teachers will be attending an OELL sponsored workshop, "Curriculum Mapping in the Bilingual Classroom".

2. The core staff that is responsible for helping ELLs transition from elementary school to middle school are the fifth grade teachers. As ELLs transition from elementary to middle school, they need a firm foundation in content area skills and the ability to work more independently. The ESL teachers support the move toward independent work and toward greater facility with content area material through collaboration with the fifth grade teachers. There are inter-visitations to the middle schools that receive students from PS 44R. Mrs. Wonda Williams (Parent Coordinator), Mr. Robert Palumbo (Assistant Principal), and Ms. Bennetta Amet (Guidance Counselor) assist all fifth graders, including ELLs, with the transition to middle school. As the Guidance Counselor, Ms. Amet has professional opportunities made available to her through the Office of English Language Learners and the Division of Students with Disabilities.

3. Between the professional development that is offered through the OELL and the in-house PD that will be offered at PS 44R, staff

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

### 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?

Paste response to questions 1-4 here

1. One of the most active initiatives at PS 44R is P.B.I.S. (Positive Behavior Intervention Support). This is an initiative implemented by the Parent Coordinator and supported by the administrators and teachers. A central feature of this initiative is the introduction of "Cool Tools". "Cool Tools" is a method to enable students to think about their behavior and the consequences of their behavior. There are four elements to "Cool Tools". The first element is set of behavior expectations for each area of the school building. The behavior expectations are made visible through a series of posters throughout the building. There are behavior expectations for the classrooms, the cafeteria, the auditorium, the library, the gymnasium, and the playground. The second element is an assembly in which the "right way" versus the "wrong way" to behave is demonstrated. Students participate in identifying the right way to conduct themselves. The third element is a school wide matrix of "I Will" statements. The "I Will" statements are read aloud each morning by a different student to the entire school community during morning announcements. An example of an "I Will" statement from the school-wide matrix is: "I will be respectful". The fourth element is an at home matrix. The at home matrix is a set of "I Will" statements that apply to the student's behavior at home. An example of an "I Will" statement from the at-home matrix is: "I will do my homework." To support the students' efforts to conduct themselves in a positive way, Eagle Talons were introduced by the Parent Coordinator. Eagle Talons are slips of paper with a point value to them. Whenever an adult staff member catches a student doing the right thing ("being good") that staff member can award Talons to the student. Talons can be redeemed at the P.B.I.S. store for items such as stickers, pencils, erasers, notebooks, coloring books, and crayons. The P.B.I.S. store also includes items that students want to earn such as footballs, jump ropes, etc. Good behavior brings its own rewards at PS 44R.

2. PS 44R will provide written translations of the following languages: Spanish, Mandarin Chinese, French, Urdu, and Arabic. Documents to be translated into Spanish can be done in-house by school staff. Documents to be translated into Mandarin Chinese, French, Urdu, and Arabic will be sent to the Office of Language Translation and Interpretation at least two weeks in advance. The Parent Coordinator, Mrs. Wonda Williams, provides information to parents in Spanish, Mandarin Chinese, French, Urdu, and Arabic on a regular basis. Due to the prevalence of Spanish-speaking families in the school community, it is a school policy to disseminate all written documents in English and in Spanish. PS 44R will provide oral interpretations of the following languages: Spanish, Mandarin Chinese, French, Urdu, and Arabic. Two primary options for language interpretation services will be utilized: school staff / parent volunteers who will translate from English to another language and the arrangements for translators of Mandarin Chinese, French, Urdu, and Arabic to be made by Mrs. Williams.

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

The Parent Coordinator organizes a selection of workshops for the parents based on topics of interest. The workshops take place roughly once a month. Information is sent home in Spanish and in English. Translators are present at the workshops. Parents of ELLs are always included in parent outreach efforts through information being made available in Spanish as well as English. An example of a monthly workshop is "Workable Solutions to Everyday Problems". This workshop will present a variety of strategies that parents can use to overcome the challenges their families may face.

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

3. The Parent Coordinator has created a survey that was sent to each parent at the beginning of the school year. This survey serves as a needs analysis for the Parent Coordinator and enables her to organize activities that are meaningful to the parents. Parents are asked to indicate whether or not they were interested in a topic. Parents are able to choose as many topics as they want. Based on the results of this survey, the Parent Coordinator has planned a series of workshops, family nights, and outreach programs. Topics on the Parent Survey include: (1) Information and Resources, (2) Family Fun Nights, (3) Fostering Self-Esteem/Bullying/Sibling Rivalry, (4) The ABCs of Test Taking, (5) Using Technology to Support Academic Achievement, (6) Health and Safety, (7) Adult Computer Classes, (8) Special Education/ Understanding your Child's IEP, (9) Health and Wellness/Stress Management/Yoga, (10) GED/ESL Classes, (11) Parent/Child

## 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?

Paste response to questions 1-4 here

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here

8. At PS 44R, three ELL subgroups receive targeted intervention programs. The largest ELL subgroup are the students that have been identified as ELLs-SWDs. The following interventions will be provided: differentiated small group instruction, Lexia reading program, and ThinkCentral. Differentiated small group instruction will engage the students through different learning modalities based on Howard Gardner's theory of multiple intelligences. The Lexia reading program will engage the students through individualized instruction in vocabulary and comprehension. ThinkCentral will enhance the reading-writing connection through activities such as bookmaking, that engage the students in reading and writing. The language for these targeted intervention programs is English.

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The second ELL subgroup to receive targeted intervention programs is the group of ELLs receiving language development support services for more than four years but less than six years. These students continue to receive language development support services due to weak written language skills. To enable these students to improve their understanding of content area knowledge, both reading skills and writing skills need to be strengthened. To improve writing skills, small group instruction that targets content, organization, and editing will be provided. Students will have many opportunities to write daily. The software Lexia will be used by students who struggle with phonemic awareness skills and who need reinforcement in this area. The language of instruction for these targeted programs is English.

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

Selected ELLs will receive RTI services. The RTI services, coordinated by the Literacy Coach (Nadine O'Brien) and Cynthia Bradley (Assistant Principal) will provide individualized intervention in the area of ELA. ELLs who are having difficulty in math will be provided with small group and individualized instruction. Differentiated instruction in social studies and science is standard practice. ELLs will be provided with the extra support that they need in order to succeed in these two content areas. The language of instruction for these intervention practices is English.

9. At PS 44R there are 7 students who reached proficiency on the Spring 2011 administration of the NYSESLAT. All 7 students are entitled to two years of transitional support. For the second and third grade students who reached proficiency, transitional support will be available through participation in the Title III program. For the third grade student who reached proficiency, transitional support will be available through extended time provided on the ELA, Math, and Science tests, as well as focused, small-group instruction. All former ELLs are eligible for an extension of time (time and a half) on the state ELA, math, and science tests.

10. For the 2011-2012 school year, the push-in component to the Freestanding ESL program has been expanded. In addition to Kindergarten and Grade One, the push-in component is currently being implemented in Grade Two and Grade Three. The Freestanding ESL program will continue to have a strong pull-out component. The Bilingual Special Education Class remains in place. There is a Dual Language Program in Kindergarten. Interested readers are referred to the schedules for Mrs. McGarry and Mrs. Hamilton that appear in section 2a on pages 8 and 9 of this document. Interested readers are also referred to the schedules for Mrs. Jimenez and Mrs. Rodriguez that appear in section 3 on page 15 of this document.

11. As of this writing, there are no plans to discontinue programs/services for ELLs at PS 44R.

12. The following programs are offered to the entire school population: Virtual Y, UAU (United Activities Unlimited), READ, Sports

## B. Programming and Scheduling Information--Continued

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11. As of this writing, there are no plans to discontinue programs/services for ELLs at PS 44R.

12. The following programs are offered to the entire school population: Virtual Y, UAU (United Activities Unlimited), READ, Sports and Arts, and BELL. At the beginning of the school year, information was provided to the parents in English and the appropriate native

## 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

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

1. Each of the teachers in the Dual Language program is responsible for instruction in math, literacy, social studies, and science. Mrs. Jimenez (K-113) is responsible for English instruction. Mrs. Rodriguez (K-112) is responsible for Spanish instruction. Thus Mrs. Jimenez will teach math, literacy, social studies, and science in English to all of the students enrolled in the Dual Language program. Mrs. Jimenez will teach in English to her class (K-113) and to Mrs. Rodriguez's class (K-112) on alternate days. Mrs. Rodriguez will teach in Spanish to her class (K-112) and to Mrs. Jimenez's class (K-113) on alternate days. For native English speakers (EPs) and for native Spanish speakers (ELLs), 50% of the instruction is in English and 50% of the instruction is in Spanish. All students spend roughly equal amounts of time learning in their native language and in their target language. Parallel curriculums in English and Spanish are in place to facilitate the delivery of instruction in both languages.

2. In the Dual Language Program, EPs and ELLs are integrated for the majority of the instructional day. Mrs. Jimenez has 13 native Spanish speakers (ELLs) and 12 native English speakers (EPs) in her class. Mrs. Rodriguez has 13 native Spanish speakers (ELLs) and 12 native English speakers (EPs) in her class. Because emergent literacy is taught in the child's first language, the EPs and ELLs are separated for literacy instruction. The students are separated by native language for instruction in literacy and for ESL (English as a Second Language) and SSL (Spanish as a Second Language).

3. The major separation of language for instruction is by teacher. Students alternate days between English instruction with Mrs. Jimenez (K-113) and Spanish instruction with Mrs. Rodriguez (K-112). Mrs. Jimenez welcomes students into a classroom that is print-rich in English. Mrs. Rodriguez welcomes students into a classroom that print-rich in Spanish. A sample schedule for Mrs. Jimenez (K-113) appears below:

Mrs. Jimenez, English (K-113)

	MON (K-113)	TUE (K-112)	WED (K-113)	THU (K-112)	FRI (K-113)
Period1	Literacy	Social Studies	ESL	Science	Math
Period 2	Literacy	Literacy	ESL	Social Studies	PREP
Period 3	PREP	Math	PREP	Math	Literacy
Period 4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 5	Science	PREP	Literacy	PREP	Literacy
Period 6	Math	ESL	Math	Literacy	Social Studies
Period 7	Centers	ESL	Science	Literacy	Centers

A sample schedule for Mrs. Rodriguez, Spanish (K-112) appears below:

	MON (K-112)	TUE (K-113)	WED (K-112)	THU (K-113)	FRI (K-112)
Period 1	ESL	Social Studies	SSL	Literacy	Math
Period 2	ESL	Literacy	SSL	Science	PREP

## 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.

Paste response to questions 1-3 here

1. There are three approaches to the teaching and learning of English as a Second Language that the Office of English Language Learners (OELLs) supports. The first approach is a constructivist approach in which teachers and students are partners in the creation of knowledge. The second approach is a collaborative team based approach in which teachers of ELLs become partners with teachers of special education students and teachers of general education students. In this approach, teachers are taught to view themselves as part of a larger instructional team. The third approach is a reflective teaching approach in which teachers are taught to think critically about their teaching practices in order to affect change. Reflective teaching encourages teachers to keep effective teaching strategies and to discard ineffective teaching strategies.

Professional development for teachers who work with ELLs will be offered at PS 44R. PS 44R will offer professional development that embodies a constructivist approach, collaborative teaching, and reflective practice. The professional development to be offered at PS 44R will target cluster teachers and classroom teachers that have a significant number of ELLs. Four hours of in-house professional development will be provided in December, January, February, March, and April. A final four hours will be provided in June. Sarah L. Hamilton, the Dual Language Program Coordinator/ELL Liaison, will provide the in-house professional development. Copies of "Every Teacher's Tool Kit: Closing the Achievement Gap for English Language Language Learners" will be purchased for selected faculty members. Among the topics to be covered are: Strategies for Newcomers, Vocabulary Instruction for ELLs, Content Area Instruction for ELLs, Writing Instruction for ELLs, Academic Literacy for ELLs, Academic Literacy for ELLs aligned to the CCSS, Critical Thinking Skills for ELLs, and the Test Taking Strategies for ELLs. Attention will also be paid to the instructional strategies for ELLs that are also effective for students with disabilities (SWDs).

The school wide calendar reflects the variety of professional development around providing high-quality instruction to ELLs that staff members at PS 44R have been engaged in during the 2011-2012 year. The calendar includes past, present, and future professional development aimed at teachers of ELLs. A list of specific staff members who have attended the various professional development sessions is also included. Sonia Rodriguez (Dual Language Kindergarten Spanish Teacher), Jennifer Jimenez (Dual Language Kindergarten English Teacher), and Sarah L. Hamilton (Dual Language Coordinator) participated in a series of in-house professional development sessions in July 2011 and August 2011. The Dual Language Curriculum Development sessions were held on July 11, July 12, July 13, July 14, July 19, and July 20 of 2011. The Dual Language Curriculum Development sessions were also held on August 04, August 08, August 09, August 10, August 11, August 15, August 16, August 17, August 18, and August 22 of 2011. On September 07, 2011 Mrs. Rodriguez, Mrs. Jimenez, and Mrs. Hamilton met to plan for the first week of the Dual Language Program. On September 23, 2011, Cynthia Bradley (Assistant Principal) attended an ELL Literacy and Leadership Institute. On September 26 and 27, 2011 Sonia Rodriguez and Sarah Hamilton attended the Estrellita Literacy training. On September 28, 2011, Sarah Hamilton attended an additional day of Estrellita Literacy training intended for coaches. On November 04, 2011, Elba McGarry and Sonia Rodriguez attended an OELL sponsored workshop: "Distinguishing Between Language Acquisition and Learning Disabilities". On November 08, 2011, Sarah Hamilton and Sonia Rodriguez attended the OELL conference: "From Theory to Practice: English Language Learners and the Common Core Standards". On November 30, 2011, in-house PD will be offered to the following teachers who work with ELLs: Mrs. Sabini, Ms. Fournier, Mrs. Chiusano, Mr. Kaska, Mrs. Tarantola, Ms. Buffaloe, Mr. Barbarino, Ms. Speziale, Ms. Roskowsinski, Ms. Flynn, Mrs. Bialor, Mrs. Sepulveda, and Mrs. Toth. The teachers mentioned above will also be provided with in-house professional development in December 2011, January 2012, February 2012, March 2012, April 2012, and June 2012. On December 01, 2011 and December 02, 2011, one of the dual language teachers will be attending an OELL sponsored workshop, "Curriculum Mapping in the Bilingual Classroom".

2. The core staff that is responsible for helping ELLs transition from elementary school to middle school are the fifth grade teachers. As ELLs transition from elementary to middle school, they need a firm foundation in content area skills and the ability to work more independently. The ESL teachers support the move toward independent work and toward greater facility with content area material through collaboration with the fifth grade teachers. There are inter-visitations to the middle schools that receive students from PS 44R. Mrs. Wonda Williams (Parent Coordinator), Mr. Robert Palumbo (Assistant Principal), and Ms. Bennetta Amet (Guidance Counselor) assist all fifth graders, including ELLs, with the transition to middle school. As the Guidance Counselor, Ms. Amet has professional opportunities made available to her through the Office of English Language Learners and the Division of Students with Disabilities.

3. Between the professional development that is offered through the OELL and the in-house PD that will be offered at PS 44R, staff

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The school wide calendar reflects the variety of professional development around providing high-quality instruction to ELLs that staff members at PS 44R have been engaged in during the 2011-2012 year. The calendar includes past, present, and future professional development aimed at teachers of ELLs. A list of specific staff members who have attended the various professional development sessions is also included. Sonia Rodriguez (Dual Language Kindergarten Spanish Teacher), Jennifer Jimenez (Dual Language Kindergarten English Teacher), and Sarah L. Hamilton (Dual Language Coordinator) participated in a series of in-house professional development sessions in July 2011 and August 2011. The Dual Language Curriculum Development sessions were held on July 11, July 12, July 13, July 14, July 19, and July 20 of 2011. The Dual Language Curriculum Development sessions were also held on August 04, August 08, August 09, August 10, August 11, August 15, August 16, August 17, August 18, and August 22 of 2011. On September 07, 2011 Mrs. Rodriguez, Mrs. Jimenez, and Mrs. Hamilton met to plan for the first week of the Dual Language Program. On September 23, 2011, Cynthia Bradley (Assistant Principal) attended an ELL Literacy and Leadership Institute. On September 26 and 27, 2011 Sonia Rodriguez and Sarah Hamilton attended the Estrellita Literacy training. On September 28, 2011, Sarah Hamilton attended an additional day of Estrellita Literacy training intended for coaches. On November 04, 2011, Elba McGarry and Sonia Rodriguez attended an OELL sponsored workshop: "Distinguishing Between Language Acquisition and Learning Disabilities". On November 08, 2011, Sarah Hamilton and Sonia Rodriguez attendend the OELL conference: "From Theory to Practice: English Language Learners and the Common Core Standards". On November 30, 2011, in-house PD will be offered to the following teachers who work with ELLs: Mrs. Sabini, Ms. Fournier, Mrs. Chiusano, Mr. Kaska, Mrs. Tarantola, Ms. Buffaloe, Mr. Barbarino, Ms. Speziale, Ms. Roskowsinski, Ms. Flynn, Mrs. Bialor, Mrs. Sepulveda, and Mrs. Toth. The teachers mentioned above will laso be provided with in-house professional development in December 2011, January 2012, February 2012, March 2012, April 2012, and June 2012. On December 01, 2011 and December 02, 2011, one of the dual language teachers will be attending an OELL sponsored workshop, "Curriculum Mapping in the Bilingual Classroom".

2. The core staff that is responsible for helping ELLs transition from elementary school to middle school are the fifth grade teachers. As ELLs transition from elementary to middle school, they need a firm foundation in content area skills and the ability to work more independently. The ESL teachers support the move toward independent work and toward greater facility with content area material through collaboration with the fifth grade teachers. There are inter-visitations to the middle schools that receive students from PS 44R. Mrs. Wonda Williams (Parent Coordinator), Mr. Robert Palumbo (Assistant Principal), and Ms. Bennetta Amet (Guidance Counselor) assist all fifth graders, including ELLs, with the transition to middle school. As the Guidance Counselor, Ms. Amet has professional opportunities made available to her through the Office of English Language Learners and the Division of Students with Disabilities.

3. Between the professional development that is offered through the OELL and the in-house PD that will be offered at PS 44R, staff members requiring the minimum 7.5 hours of training (as per Jose P) will have ample opportunity to meet the requirement. A binder with

## 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.

Paste response to questions 1-3 here

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3. Between the professional development that is offered through the OELL and the in-house PD that will be offered at PS 44R, staff members requiring the minimum 7.5 hours of training (as per Jose P) will have ample opportunity to meet the requirement. A binder with the Jose P certificates of current faculty members who have met the requirement is located in the office of Dr. Elizabeth Morrison, the Data

## 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?

Paste response to questions 1-4 here

1. One of the most active initiatives at PS 44R is P.B.I.S. (Positive Behavior Intervention Support). This is an initiative implemented by the Parent Coordinator and supported by the administrators and teachers. A central feature of this initiative is the introduction of "Cool Tools". "Cool Tools" is a method to enable students to think about their behavior and the consequences of their behavior. There are four elements to "Cool Tools". The first element is set of behavior expectations for each area of the school building. The behavior expectations are made visible through a series of posters throughout the building. There are behavior expectations for the classrooms, the cafeteria, the auditorium, the library, the gymnasium, and the playground. The second element is an assembly in which the "right way" versus the "wrong way" to behave is demonstrated. Students participate in identifying the right way to conduct themselves. The third element is a school wide matrix of "I Will" statements. The "I Will" statements are read aloud each morning by a different student to the entire school community during morning announcements. An example of an "I Will" statement from the school-wide matrix is: "I will be respectful". The fourth element is an at home matrix. The at home matrix is a set of "I Will" statements that apply to the student's behavior at home. An example of an "I Will" statement from the at-home matrix is: "I will do my homework." To support the students' efforts to conduct themselves in a positive way, Eagle Talons were introduced by the Parent Coordinator. Eagle Talons are slips of paper with a point value to them. Whenever an adult staff member catches a student doing the right thing ("being good") that staff member can award Talons to the student. Talons can be redeemed at the P.B.I.S. store for items such as stickers, pencils, erasers, notebooks, coloring books, and crayons. The P.B.I.S. store also includes items that students want to earn such as footballs, jump ropes, etc. Good behavior brings its own rewards at PS 44R.

2. PS 44R will provide written translations of the following languages: Spanish, Mandarin Chinese, French, Urdu, and Arabic. Documents to be translated into Spanish can be done in-house by school staff. Documents to be translated into Mandarin Chinese, French, Urdu, and Arabic will be sent to the Office of Language Translation and Interpretation at least two weeks in advance. The Parent Coordinator, Mrs. Wonda Williams, provides information to parents in Spanish, Mandarin Chinese, French, Urdu, and Arabic on a regular basis. Due to the prevalence of Spanish-speaking families in the school community, it is a school policy to disseminate all written documents in English and in Spanish. PS 44R will provide oral interpretations of the following languages: Spanish, Mandarin Chinese, French, Urdu, and Arabic. Two primary options for language interpretation services will be utilized: school staff / parent volunteers who will translate from English to another language and the arrangements for translators of Mandarin Chinese, French, Urdu, and Arabic to be made by Mrs. Williams.

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

The Parent Coordinator organizes a selection of workshops for the parents based on topics of interest. The workshops take place roughly once a month. Information is sent home in Spanish and in English. Translators are present at the workshops. Parents of ELLs are always included in parent outreach efforts through information being made available in Spanish as well as English. An example of a monthly workshop is "Workable Solutions to Everyday Problems". This workshop will present a variety of strategies that parents can use to overcome the challenges their families may face.

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

3. The Parent Coordinator has created a survey that was sent to each parent at the beginning of the school year. This survey serves as a needs analysis for the Parent Coordinator and enables her to organize activities that are meaningful to the parents. Parents are asked to indicate whether or not they were interested in a topic. Parents are able to choose as many topics as they want. Based on the results of this survey, the Parent Coordinator has planned a series of workshops, family nights, and outreach programs. Topics on the Parent Survey include: (1) Information and Resources, (2) Family Fun Nights, (3) Fostering Self-Esteem/Bullying/Sibling Rivalry, (4) The ABCs of Test Taking, (5) Using Technology to Support Academic Achievement, (6) Health and Safety, (7) Adult Computer Classes, (8) Special Education/ Understanding your Child's IEP, (9) Health and Wellness/Stress Management/Yoga, (10) GED/ESL Classes, (11) Parent/Child

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# 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)	8	12	3	4	5	1								33
Intermediate(I)	0	6	6	8	4	4								28
Advanced (A)	2	2	4	6	6	3								23
Total	10	20	13	18	15	8	0	0	0	0	0	0	0	84

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	0	0	2	0	0							
	I	10	1	1	1	1	1							
	A	2	9	3	4	2	2							
	P	2	8	13	4	5	11							
READING/ WRITING	B	11	3	3	3	1	0							
	I	4	6	8	2	4	5							
	A	1	2	6	6	3	4							
	P	1	7	0	0	0	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	4	1	0	13
4	5	2	0	0	7
5	3	10	0	0	13
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	10		5		0		0		15
4	4		4		0		0		8

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		7		6		0		14
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	3		4		1				8
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2							
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. PS 44R uses ECLAS-2 for all students in grade K through grade 2 as an assessment of early literacy skills in English. ECLAS-2 and El Sol are utilized in the Bilingual Special Education class as an assessment of early literacy skills in English and in Spanish.

TABLE A: ECLAS-2 Spring 2011 Administration

(Spring 2011 Scores Reported, Students' Grade in 2010-2011 Represented)

	Level I	Level II	Level III	Level IV	Level V	Level VI	Level VII	Level VIII
K		15	4					
1				8	6			
2					8	3	8	

In Table A, the Spring 2011 ECLAS-2 test scores are reported. The students' grade in 2010-2011 (the previous school year) is represented. Among Kindergarten ELLs, 15 ELLs scored a level II. 4 ELLs scored a level III. Among first grade ELLs, 8 ELLs scored a level V. 6 ELLs scored a level VI. Among second grade ELLs, 8 ELLs scored a level VI. 3 ELLs scored a level VII. 8 ELLs scored a level VIII. The main instructional implication based on these scores is that ELLs need targeted support for mastering fundamental reading skills.

TABLE B: EL SOL Fall 2011 Administration

(Fall 2011 Scores Reported, Students' Grade in 2011-2012 Represented)

	Level I	Level II	Level III	Level IV	Level V	Level VI
K	0					
1	1					
2	2					
3	2					

\*Special Education Bilingual Class

This fall, the Special Education Bilingual class was given EL SOL. The students' grade in the current school year is represented. The

## 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

<b>School Name: <u>Thomas C. Brown</u></b>		<b>School DBN: <u>31R044</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph A. Miller	Principal		11/14/11
Cynthia Bradley	Assistant Principal		11/14/11
Wonda Williams	Parent Coordinator		11/14/11
Elba McGarry	ESL Teacher		11/14/11
	Parent		
Sonia Rodriguez/Dual Language	Teacher/Subject Area		11/14/11
	Teacher/Subject Area		
Nadine O'Brien	Coach		11/14/11
	Coach		
Bennetta Amet	Guidance Counselor		11/14/11
Debra Van Nostrand	Network Leader		11/14/11
Elizabeth Morrison	Other <u>Data Specialist</u>		11/14/11
Sarah L. Hamilton	Other <u>ELL Liaison</u>		11/14/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 31R044      **School Name:** Thomas C. Brown

**Cluster:** 6      **Network:** 609

**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**

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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.

Both quantitative and qualitative methodologies were used in the analysis of the need for translation services at PS 44R. Three sources of data that inform this particular needs analysis are: (1) School Progress Report, (2) Quality Review, and Learning Environment Survey. These three documents are available through the school's DOE website and are quantitative in nature. The Parent Coordinator distributed a survey to all parents at the beginning of the school year. This survey is qualitative in nature. Based on the information in the School Progress Report, the Quality Review, the Learning Environment Survey, and the Parent Survey, the largest translation need is Spanish. Of the 84 English Language Learners at PS 44R, 76 students have Spanish as a native language, 3 students have Mandarin Chinese as a native language, 2 students have Urdu as a native language, 1 student has Arabic as a native language, and 2 students have French as a native language. The English Language Learner population at PS 44R is predominantly Spanish speaking. Clearly, the most immediate translation need is for documents to be translated from English to Spanish.

The language diversity findings were reported to the parents at a Title I parent meeting. In addition to the needs assessment measures described above, the LAB-R Coordinator, Mrs. Elba McGarry, reviews the HLIS forms for all new students to the school. Mrs. McGarry assigns the appropriate home language code to the student. Each ELL has an accurate home language code in ATS. In addition, the home language code for each newly identified ELL is identified via the ELPC report in ATS. Due to the large number of Spanish speaking families at PS 44R, all announcements and documents from the school are sent home in English and in Spanish. The Parent Coordinator, Mrs. Wonda Williams, makes provisions to communicate with the parents in Spanish, Urdu, Arabic, French, and Mandarin Chinese.

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

Based on events that occur throughout the school year and affect the ELL population there are three types of events that require oral interpretation. These events are Parent Teacher Association meetings, Parent Workshops, and Open School Day/Night. The school administration is aware that oral translation from English to Spanish is a necessity at these events. Oral translation from English to Mandarin Chinese, French, Urdu, and Arabic is made possible via the Office of Translation. Mrs. Sarah Hamilton, the Dual Language Coordinator/ELL Liaison, can communicate basic information to the Mandarin Chinese speaking families. Mr. Ash, a paraprofessional, can provide translation to Arabic speaking families. The Urdu speaking families have members who speak English and Urdu and the bilingual members translate for other members of the family. PS 44R utilizes both in-house staff members and the services of the Offices of Language Translation and Interpretation to help facilitate translation and to ensure that the parents/guardians of all students are included in school events.

## **Part B: Strategies and Activities**

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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.

PS 44R will provide written translations of the following languages: Spanish, Mandarin Chinese, French, Urdu, and Arabic. Documents to be translated into Spanish can be done in-house by school staff. Documents to be translated into Mandarin Chinese, French, Urdu, and Arabic will be sent to the Office of Language Translation and Interpretation at least two weeks in advance. The Parent Coordinator, Mrs. Wonda Williams, provides information to parents in Spanish, Mandarin Chinese, French, Urdu, and Arabic on a regular basis. Due to the prevalence of Spanish-speaking families in the school community, it is a school policy to disseminate all written documents in English and in Spanish.

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.

PS 44R will provide oral interpretations of the following languages: Spanish, Mandarin Chinese, French, Urdu, and Arabic. Two primary options for language interpretation services will be utilized:

(1) School staff / parent volunteers will translate from English to another language.

(2) Parent Coordinator (Mrs. Wonda Williams) will arrange for translators in Mandarin Chinese, French, Urdu, and Arabic.

These oral translation options will be available at all parent meetings and workshops. Parents are also provided with these options for individual meetings. Every effort is made to communicate with the parents in their native language.

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>.

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

(1) The school will provide a translation of any document that contains individual specific student information such as consent forms and legal and disciplinary matters, etc.

(2) Signs will be posted throughout the school in English, Spanish, Mandarin Chinese, French, Urdu, and Arabic as necessary.

(3) The school will provide oral interpretation through telephone calls.

(4) The school will provide written translation in a timely manner in Spanish, Mandarin Chinese, French, Urdu, and Arabic.

(5) School members will utilize the on-line translation services of the Office of Language Translation and Interpretation.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Thomas C. Brown	DBN: 31R044
Cluster Leader: Jose Ruiz	Network Leader: Debra Van Nostrand
This school is (check one):    ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✳After school      ●Saturday academy      ●Other:
Total # of ELLs to be served: 37
Grades to be served by this program (check all that apply): ●K    ●1    ✳2    ✳3    ●4    ●5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS 44R, The Thomas C. Brown School, is located in the Mariner's Harbor section of Staten Island. PS 44R is a reflection of the diverse, low-income community that it serves. The Harbor, as it is affectionately called, has always strived as a community to ensure that its students receive an excellent education. Two critical challenges facing PS 44R are: (1) many of the students are struggling to achieve proficiency in literacy, and (2) many English Language Learners are also Students with Disabilities (SWDs). The population of the school currently stands at: 824 students in grades K - 5. Approximately 147 students are in full-time Special Education. 79 students are English Language Learners served by a Freestanding ESL program. 28 students are also English Language Learners who are also Special Education students and of these 28 ELL-SWDs, 5 are placed in a self-contained. Bilingual Special Education class.

The ESL (English as a Second Language) program at PS 44R is designed to meet the New York State Standards in English as a Second Language. The Bilingual Special Education class is designed to meet the New York State Standards in Native Language Arts in addition to meeting the NYS ESL standards. As with ELLs who are in the freestanding ESL program and the Bilingual Special Education class, ELLs in the Dual Language program receive instruction that is designed to meet both the New York State ESL standards and the New York State Native Language Arts standards. With the advent of the Common Core State Standards, all ELLs--regardless of what program they participate in--are engaged in rigorous units of study that are aligned to the Common Core State Standards.

The freestanding ESL program, the Bilingual Special Education class, and the Dual Language program all share the following objective: to enable students to achieve academic proficiency in their second language (English). Students who achieve proficiency as determined by the NYSESLAT (New York State English as a Second Language Achievement Test) will be able to handle content area instruction in English. Three approaches utilized in the freestanding ESL program, the Bilingual Special Education class, and the Dual Language program are: (1) the Natural Language Approach, (2) CALLA (Cognitive Academic Language Learning Approach), and (3) the Language Experience Approach.

Title III funds for enrichment/supplementary activities will allow PS 44R to sustain language instruction for ELLs beyond the confines of the school day. For the current academic year, an after-school ESL Academy has been created to provide ELLs with language instruction and opportunities for language acquisition that extend beyond the classroom. At PS 44R, the results of the NYSESLAT taken by ELLs in grades 3,4 and 5 indicate that proficiency in the modalities of listening and speaking develop ahead of proficiency in the modalities of reading and writing. When the modalities of reading and writing are compared, proficiency in reading develops ahead of proficiency in writing. While this pattern follows typical second language development, the reality is that ELLs in grades 3,4, and 5 have oral language skills that far surpass their written language skills. This particular population of ELLs needs to strengthen their written language skills (reading and writing).

In previous years, a Saturday Academy was offered to students in grades 3,4, and 5. Despite the addition of the Saturday Academy, the testing data for the students in grades 3, 4, and 5 does not show significant progress in reading and writing skills. Therefore the instructional focus will shift to students in grades 2 and 3. It is hoped that a strong foundation in written language skills will develop by strengthening the reading and writing skills of ELLs in grades one and two. If ELLs develop strong written

## Part B: Direct Instruction Supplemental Program Information

language skills in grades two and three, they will be in a better position to develop strong content area skills in grades 3, 4, and 5.

Due to the age of these ELLs, the Title III program will be offered after school. During the regular school day, these ELLs receive instruction in English. The after-school ESL Academy will run for approximately 38 sessions (dates to be determined). The after-school ESL Academy will be staffed by two teachers. The two teachers who will be teaching the ELLs are certified in ESL. Each teacher will have a class of students. Since it is anticipated that enough ELLs will enroll in the program to fill two classes, two teachers are necessary. In the event that the after-school ESL Academy is the only instructional program in the school building after the regular school days ends, an administrator must be present. Therefore, the after-school ESL Academy will also be staffed by an administrator as needed.

The after-school ESL Academy is open to all ELLs in grades 2 and 3. For the 2011-2012 school year, the after-school ESL Academy will feature language instruction in English. The first goal is to develop skills and strategies that ELLs in grades 2 and 3 can use to improve reading ability. The second goal is to develop skills and strategies that these ELLs can use to improve writing ability.

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

The after-school ESL Academy will also utilize two test sophistication materials from the Buckle Down company. Second graders will work with "Read, Write, Edit & Listen". These materials will develop strong written language skills by engaging the students in all aspects of the writing process: listening to prompts for a written response, reading a passage and writing the response, and editing a piece of completed writing. Third graders will work with "Comprehension Matters Reading". These materials will develop strong reading skills by focusing on the following skill areas: comprehension, cause and effect, context clues, sequence, main idea and details, drawing conclusions, and making inferences.

The Rigby ELL Assessment Kit will be utilized to track student progress across the four language domains, with a particular emphasis on reading and writing skills. A prominent feature of the Rigby ELL Assessment Kit is the four step process to help students achieve grade level fluency. The four steps are: (1) screen, (2) assess, (3) inform and (4) instruct. Through this curriculum, assessment data will be used to inform subsequent instruction.

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

## Part C: Professional Development

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

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

## Part C: Professional Development

Begin description here:

The two teachers who will be providing instruction in the after-school ESL Academy will have a variety of professional development opportunities available to them. These teachers are made aware of a variety of professional development opportunities via emails from the Office of English Language Learners (OELL). The OELL offers a variety of workshops throughout the school year. Interested educators may register for the workshops of their choice using the Protraxx registration system. Each teacher is able to customize his/her professional development. The two teachers who will be providing instruction in the after-school ESL Academy routinely attend workshops offered by the OELL. Workshops offered by the OELL occur regularly throughout the school year. Some of the topics to be covered are: Literacy Instruction for ELLs Aligned to the Common Core State Standards, Native Language Arts Instruction, Math Instruction for ELLs, and ESL Strategies for Classroom Teachers. The professional development sessions offered by the OELL are either half-day or full day sessions.

There are three approaches to the teaching and learning of English as a Second Language that the OELL supports. The first approach is a constructivist approach in which teachers and students are partners in the creation of knowledge. The second approach is a collaborative team based approach in which teachers of ELLs become partners with teachers of special education students and teachers of general education students. In this approach, teachers are taught to view themselves as part of a larger instructional team. The third approach is a reflective teaching approach in which teachers are taught to think critically about their teaching practices in order to affect change. Reflective teaching encourages teachers to keep effective teaching strategies and to discard ineffective teaching strategies.

Professional development for teachers who work with ELLs will be offered at PS 44R. ps 44R will offer professional development that embraces a constructivist approach, collaborative teaching, and reflective practice. The professional development to be offered at PS 44R will target cluster teachers and classroom teachers (both general and special education) that have a significant number of ELLs. Four hours of in-house professional development will be provided in December, January, February, March, and April. A final four hours will be provided in June. Sarah L. Hamilton, the Dual Language Program Coordinator / ELL Liaison, will provide the in-house professional development. Copies of "Every Teacher's ToolKit: Closing the Achievement Gap for English Language Learners" will be provided to select faculty members.

Among the topics to be covered during the in-house PD are: Strategies for Newcomers, Vocabulary Instruction for ELLs, Content Area Instruction for ELLs, Writing Instruction for ELLs aligned to the CCSS, Critical Thinking Skills for ELLs, and Test-taking strategies for ELLs. Attention will also be paid to the instructional strategies for ELLs that are also effective for Students with Disabilities (SWDs).

## Part D: Parental Engagement Activities

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

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

### Part D: Parental Engagement Activities

Begin description here:

The kick-off activity centered around parent engagement is Family Game Night. Family Game Night is currently being planned for December. The focus will be on math and literacy games that parents can play with their children to build academic skills while having fun. The night will begin around 5:30PM and end at 8:00PM. This activity is meant to be a fun, creative, and exciting way to generate parental engagement.

In January, February, and March, a Parent Academy will run for two hours per session. The focus of the Parent Academy in January will be on how parents can help their children with literacy skills. The focus of the Parent Academy in February will be on how parents can help their children with math skills. The focus of the Parent Academy in March will be on how parents can help their children with science skills.

Parents will be notified of these activities via announcements sent home with their children, phone calls from the Parent Coordinator and announcements on the school's website. Communication with the parents will take place in English and Spanish, as well as any other native language spoken by the parents (tentatively: Chinese, French, and Urdu).

The parent engagement activities will be organized by Sarah L. Hamilton with the support of the Parent Coordinator and other teachers who work with ELLs.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$8,024.20	Per session salaries for two teachers and one administrator for the After School ELL Academy  (Teachers) * (Total Hours) * (Rate Per Hour) =  (1) * (57) * (\$50.06) = \$2853.42 (1) * (57) * (\$50.06) = \$2853.42  Subtotal: = \$5706.84  (Administrator) * (Total Hours) * (Rate Per Hour) =  (1) * (28) * (\$52.39) = \$1466.92  Subtotal: = \$1466.92  (Secretary) * (Total Hours) * (Rate Per Hour) =

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>(1) * (3) * (\$30.85) = \$92.55</p> <p>Subtotal: = \$92.55</p> <p>Subtotal for ELL Academy = \$7266.31</p> <p>Per Session salaries for Family Game Night</p> <p>(Teachers) * (Total Hours) * (Rate Per Hour) =</p> <p>(1) * (3) * (\$50.06) = \$150.18</p> <p>Subtotal: = \$600.72</p> <p>(Administrator) * (Total Hours) * (Rate Per Hour) =</p> <p>(1) * (3) * (\$52.39) = \$157.17</p> <p>Subtotal: = \$157.17</p> <p>Subtotal for Family Game Night: = \$757.89</p> <p>Total: = \$8024.20</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<p><u>\$0.00</u></p>	
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>Must be</li> </ul>	<p>\$1210.80</p>	<p>These purchases include perishable classroom materials and curriculum</p>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>supplemental.</p> <ul style="list-style-type: none"> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		<p>supplies for the after-school ESL Academy.</p> <p>Perishable classroom materials: (paper, crayons, pencils, chart paper, folders)</p> <p>Subtotal: = \$139.69</p> <p>Curriculum Supplies:</p> <p>Camp Can-Do Level 2 Activity 10 pack books = \$199.95</p> <p>Camp Can-Do Level 3 Activity 10 pack books = \$199.95</p> <p>Read, Write, Edit, and Listen, Grade Two Student Books:</p> <p>(15) * (\$9.85) = \$147.75</p> <p>Teacher Guide: = \$10.99</p> <p>Comprehension Matters Reading, Grade Three Set: (3) * (\$137.49) = \$412.47</p> <p>Subtotal: = \$971.11</p> <p>Shipping and Handling: = \$100.00</p> <p>Total: = \$1210.80</p>
<p>Educational Software (Object Code 199)</p>	<p>\$1515.00</p>	<p>Buckle Down Online for the Common Core State Standards: English Language Arts</p> <p>(1) * (\$1495.00) = \$1495.00</p>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Shipping and Handling: = \$20.00  Subtotal: = \$1515.00  Total: = \$1515.00
Travel	?????	
Other	\$450.00	Books for Continuous In-House Professional Development  (7) * (\$56.00) = \$392.00  Shipping and Handling = \$6.00  Subtotal: = \$398.00  Permit for Family Game Night = \$52.00  Total: = \$450.00
<b>TOTAL</b>	<b><u>\$11,200</u></b>	<b><u>\$11,200</u></b>