Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : CS44 DAVID FARRAGUT

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X044

PRINCIPAL: MELISSA HARROW EMAIL: MHARROW2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Melissa Harrow	*Principal or Designee	
Milton Bonilla	*UFT Chapter Leader or Designee	
Richard Thompson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Andrea Velez	Teacher	
Adele Jacobs	Teacher	
Loreen Walker	Teacher	
	Member/	
	Member/	
	Member/	
	Member/	

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
Across classrooms, 70% of academic tasks will emphasize rigorous habits or higher order thinking skills in all grades to engage a diversity of learners.

Comprehensive needs assessment

- CS 44 must improve both progress and the performance levels of our scholars. As a school, 38% of our scholars are on Level 3 and 4 in ELA and 46% of our scholars are on Level 3 and 4 in mathematics. While we increased the number of scholars at Level 3 and 4 when compared to the 2009-10 school year, our progress decreased, earning 16.9/60 points for progress(vs. 37.2/60 in 2010-11)
- CS44 is preparing for the implementation of the Common Core Standards and the increased standards and expectation.
- Our Quality Review in October 2011 Area of Improvement: "Academic tasks do not typically emphasize rigorous habits or higher order thinking kills in all grades and inconsistently engage a diversity of learners"

Instructional strategies/activities

- Implementation of Teachers College Reading and Writing Workshop curriculum (TCRWP)
- Professional development to support TCRWP. Every classroom teacher will attend at least one Teachers College Workshop day throughout the year, teaching lab sites will be created on every grade level
- AUSSIE professional development consultant will push-in and work with teachers to analyze at student work and create instructional plans focused on increasing student achievement
- Lead teachers will be developed and supported and their classrooms and pedagocial knowledge will be shared to support other teachers to improve instructional practices
- Frequent focused Learning walks will be conducted with AP, Principal, and PD consultants to see school-wide trends
- Principals and APs will use one-on-one conference time to support teachers as they create data-driven action plans
- One-on-one conferences with teachers that promote self-reflection by thinking about strengths, challenges, and how the administration can help them
- Evidence of the use of data in differentiating instruction to meet the varying needs of students
- Administration will conduct frequent observational cycles to provide feedback to teachers and monitor implementation of recommendations
- Administration will encourage teachers to drop in for feedback after informal visits to increase dialogue on teacher practice
- Weekly Inquiry Team meetings

Strategies to increase parental involvement

- Parent Coordinator will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology through a monthly workshop
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Work closely with SLT and PTA to create an advisory committee regarding parental engagement

Strategies for attracting Highly Qualified Teachers (HQT)

- CS44 will work to develop all of our staff members as Highly Qualified Teachers. Professional development opportunities through a partnership with Teachers College Reading and Writing Project and AUSSIE professional developers will allow staff to build capacity
- Administration will provide frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps

Service and program coordination

- AIS academic intervention programs and 37.5 additional minutes are being used to support the delivery of instruction
- Teacher professional development preps for small group instruction

Budget and resources alignment

- We have used Title 1 Fair Student Funding to support our educational initiatives. 18% of Title 1 funding has been allocated to professional development services with TCRWP and AUSSIE.
- Weekly grade level planning meetings
- Weekly Inquiry Team Meetings

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- CS 44 will become a community where children are excited about learning and eager to come to school as measured by an increase in academic expectations on the Learning Environment survey. Evidence will be noted via morning gatherings in which we acknowledge scholars who have demonstrated REACH values. Upon implementation these values will support our community and help to raise progress and performance levels in literacy and math.

Comprehensive needs assessment

- The Learning Environment Survey from 2010-11 reflected a decrease in academic expectations.
- CS 44 must improve both progress and the performance levels of our scholars. As a school, 38% of our scholars are on Level 3 and 4 in ELA and 46% of our scholars are on Level 3 and 4 in mathematics. While we increased the number of scholars at Level 3 and 4 when compared to the 2009-10 school year, our progress decreased, earning 16.9/60 points for progress (vs. 37.2/60 in 2010-11)

Instructional strategies/activities

- Clear expectations for classroom environments will be set using a framework to structure conversations
- Administration will set and monitor expectations through faculty conferences, grade level conferences, and classroom visits
- Teachers will receive constructive feedback and action plans that will be regularly reviewed and monitored by teacher leaders working towards improvement Professional development will be used as an opportunity to create a shared definition of and model highly effective practices
- Professional development opportunities will be planned to meet the varied needs of staff members
- Administration will work to develop teachers as reflective practioners through frequent one-to-one conversations with the Principal and AP.
- TCRWP and Aussie Consultants will push into the classroom to model highly effective practices and teachers will receive support and feedback as they work to implement the practices independently in a no-stakes environment
- Intervisitations and intravisitations will take place to see best practices and teachers will complete formal reflections and share their findings with the staff during team meetings
- CS44 staff will begin to develop school-wide academic expectations that are consistent within grade levels and vertically aligned
- Social-emotional behavioral program Roots of Empathy will be implemented in four classrooms

- School-wide culture initiative with core values focusing on hard work and achievement

Strategies to increase parental involvement

- Parent Coordinator, with support from administration, will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology through a monthly workshop
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through weekly Monday letters with the school core values
- Increasing parental involvement to create a stronger home-school partnership to ensure that parents can effectively support and monitor their child's progress;

Strategies for attracting Highly Qualified Teachers (HQT)

- CS44 will work to develop all of our staff members as Highly Qualified Teachers. Professional development opportunities through a partnership with Teachers College Reading and Writing Project and AUSSIE professional developers will allow staff to build capacity
- Administration will provide frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps
- CS44 will become a learning community where teachers are empowered as professionals to engage in dialogue with their colleagues about pedagogical practice

Service and program coordination

- AIS academic intervention programs and 37.5 additional minutes are being used to support the delivery of instruction
- Implementation of Roots of Empathy (a social-emotional program)

Budget and resources alignment

- We have used Title 1 Fair Student Funding and Title 1 SWP to support our educational initiatives.

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
Develop systems for continuous improvement of instruction in reading and writing through using Teachers College Reading and Writing Workshop program as a main resource to support student expectations as outlined in the Common Core Learning Standards.

Comprehensive needs assessment

- CS 44 must improve both progress and the performance levels of our scholars. As a school, 38% of our scholars are on Level 3 and 4 in ELA and 46% of our scholars are on Level 3 and 4 in mathematics. While we increased the number of scholars at Level 3 and 4 when compared to the 2009-10 school year, our progress decreased, earning 16.9/60 points for progress(vs. 37.2/60 in 2010-11)
- CS44 is preparing for the implementation of the Common Core Standards and the increased standards and expectation.
- Our Quality Review in October 2011 Area of Improvement: "Academic tasks do not typically emphasize rigorous habits or higher order thinking kills in all grades and inconsistently engage a diversity of learners"

Instructional strategies/activities

- Teachers College staff will set up lab sites for professional development on each grade level and provide follow up action items for implementation
- Teachers will meet in grade level teams on a weekly basis to plan for the implementation of the Reading and Writing Workshop
- Administration will improve the quality of professional discourse with teachers regarding their professional practice through one-on-one conversations and frequent feedback after informal visits
- Administration will work collaboratively with grade level teams to study student work and identify the placement on the learning continuum
- Teachers will create and administer shared performance assessment tasks aligned to the Common Core
- Teachers will collectively score student work from shared performance assessment tasks
- Teachers and administration will problem solve and develop strategies to improve teaching based on assessment results
- Teachers and administration will reflect on the process and identify teachers with exceptional student progress to learn and identify best practices
- Teachers will receive feedback from colleagues, administration, AUSSIE, and TC staff developers

Strategies to increase parental involvement

- Parent Coordinator, with support from administration, will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress, providing assistance to parents in understanding City, State and Federal standards and assessments;
- Work closely with SLT and PTA to create an advisory committee regarding parental engagement

Strategies for attracting Highly Qualified Teachers (HQT)

- CS44 will work to develop all of our staff members as Highly Qualified Teachers. Professional development opportunities through a partnership with Teachers College Reading and Writing Project and AUSSIE professional developers will allow staff to build capacity
- Administration will provide frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps
- CS44 will become a learning community where teachers are empowered as professionals to engage in dialogue with their colleagues about pedagogical practice

Service and program coordination • Weekly grade level planning meetings •
Budget and resources alignment • We have used Title 1 Fair Student Funding and Title 1 SWP to support our educational initiatives. • 18% of Title 1 funding has been allocated to professional development services with TCRWP and AUSSIE. • Weekly common grade level planning meetings • Weekly Inquiry Team Meetings

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
All students in grades K-5, including students with disabilities and English Language learners, will be engaged in literacy and math tasks embedded in a rigorous curriculum unit aligned to the CCLS.

Comprehensive needs assessment

- CS44 is preparing for the implementation of the Common Core Standards. Implementing performance tasks will allow us to have additional insights into the depth of knowledge of our scholars understanding of academic content.

Instructional strategies/activities

- Teachers will use the Common Core library to select a CCLS task in both literacy and math
- Teachers will work in teams to look closely at student work to understand the steps needed to reach the level of performance demanded by the CCLS.
- Teachers will administer the performance task to all students
- Teachers will meet collaboratively as a grade level team to score the assessments and critically discuss student work
- Teachers will provide meaningful feedback to students regarding their progress on the assessment task
- Teachers will look closely at student work to continue the cycle of inquiry, making future instructional adjustments and developing a shared understanding of success as defined by the CCLS.
- Teachers will communicate lessons learned to other school staff.

Strategies to increase parental involvement

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress, providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Strategies for attracting Highly Qualified Teachers (HQT)

- CS44 will work to develop all of our staff members as Highly Qualified Teachers. Professional development opportunities through a partnership with Teachers College Reading and Writing Project and AUSSIE professional developers will allow staff to build capacity
- Administration will provide frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps
- CS44 will become a learning community where teachers are empowered as professionals to engage in dialogue with their colleagues about pedagogical practices

Service and program coordination

- Administration of tasks will occur during instructional time and will be monitored by administration. Teachers will meet for grade level planning to analyze student work that resulted from the assessment tasks. Teachers will plan for instruction based on feedback from tasks.

Budget and resources alignment

- We have used Title 1 Fair Student Funding to support our educational initiatives.
- Title III funding to support ESL instruction, including school-based ESL program.

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

- CS44 will decrease the number of special education referrals by creating a high-functioning, Child Study Team to implement Response To Intervention and address the needs of at-risk students.

Comprehensive needs assessment

- CS44 has a high referral rate to Special Education.
- CS 44 must improve both progress and the performance levels of our scholars. As a school, 38% of our scholars are on Level 3 and 4 in ELA and 46% of our scholars are on Level 3 and 4 in mathematics. While we increased the number of scholars at Level 3 and 4 when compared to the 2009-10 school year, our progress decreased, earning 16.9/60 points for progress(vs. 37.2/60 in 2010-11)

Instructional strategies/activities

- A team of individuals, known as the Child Study Team, with specialty knowledge will be assembled
- Weekly team meetings will be scheduled
- A process for referring scholars for additional intervention support will be created and implemented
- A three-tiered process of intervention will be systematically introduced
- Child Study Team will identify scholars in need of AIS services and work with teachers/AIS providers to monitor delivery of services and student progress

Strategies to increase parental involvement

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

Strategies for attracting Highly Qualified Teachers (HQT)

- CS44 will work to develop all of our staff members as Highly Qualified Teachers. Professional development opportunities through a partnership with Teachers College Reading and Writing Project and AUSSIE professional developers will allow staff to build capacity
- Administration will provide frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps
- CS44 will become a learning community where teachers are empowered as professionals to engage in dialogue with their colleagues about pedagogical practices

Service and program coordination

- Team will meet weekly to discuss students of concern and monitor progress
- Team effectiveness will be monitored by administration.

Budget and resources alignment

- We have used Title 1 Fair Student Funding and Title 1 SWP to support our educational initiatives.

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	20	20	**N/A**	**N/A**				
1	22	22	**N/A**	**N/A**				
2	14	14	**N/A**	**N/A**				
3	14	14	**N/A**	**N/A**				
4	15	15						
5	11	11						
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
ELA	**Fountas and Pinnell Intervention Kits, Wilson Reading Program, Teachers College Reading and Writing Project** **Extended day time** **Small group instruction, one-to-one instruction, tutoring (during school day)**
Mathematics	**TERC Supplemental Programs** **Everyday Mathematics as a supplemental program** **Extended day time** **Small group instruction, one-to-one instruction, tutoring (during school day)**
Science	**Small group instruction, one-to-one instruction, tutoring (during school day)**
Social Studies	**Small group instruction, one-to-one instruction, tutoring (during school day)**
At-risk Services provided by the Guidance Counselor	**Roots of Empathy** **Crisis Intervention** **Bullying lessons** **Small group instruction, one-to-one instruction**
At-risk Services provided by the School Psychologist	**Roots of Empathy** **Crisis Intervention** **Bullying lessons** **Small group instruction, one-to-one instruction**
At-risk Services provided by the Social Worker	**Small group instruction, one-to-one instruction**

At-risk Health-related Services	

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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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 Chris Groll / Varleton Mcdonal	District 12	Borough Bronx	School Number 044
School Name David Farragut			

B. Language Allocation Policy Team Composition ⓘ

Principal Melissa Harrow	Assistant Principal Norma Rosado
Coach type here	Coach type here
ESL Teacher Milton Bonilla	Guidance Counselor Jeff Fishman
Teacher/Subject Area Melissa Machanlall-Cruz	Parent Matilde Peralta
Teacher/Subject Area Andrea Velez	Parent Coordinator Aritza Verdejo
Related Service Provider Elsie Acosta-Figueroa	Other J. Irizarry-Attendance teacher
Network Leader Varleton McDonald	Other type here

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

D. School Demographics

Total number of students in school	337	Total Number of ELLs	36	ELLs as share of total student population (%)	10.68%

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.

The intake team meets prior to the beginning of the registration process to coordinate all the details of the intake process, including the characteristics of the Home Language Identification Survey and its use. When the parents come to C. S. 44 to register a child, they are welcomed by our intake team. The intake team members are: Ms. Huggins, Secretary; Mr. Bonilla, ESL Teacher; Ms. Acosta-Figueroa, IEP Teacher; Ms. Irizarry, Attendance Teacher; Ms. Verdejo, Parent Coordinator; Ms. and Ms. Smith, School Aide. Members of the team check that the child's zoning school is C. S. 44. If C. S. 44 is the zoning school for the child, the intake team will provide the parent with a registration packet. This registration packet contains an emergency contact card, student office card, ethnicity survey, Home Language Identification Survey, and the student biographical information form. Mr. Bonilla, a pedagogue, conducts an informal oral interview with the parent and the prospective student. This is done in English and/or in the parent native language. At this stage, a Home Language Identification Survey in English and the parent's home language is provided. During this interview, the parent fills in the form and both parent and child are interviewed to have a clearer view of the child's dominant language. If the parent indicates one or more affirmative answers in Part I for questions 1 to 4 (LAB-R eligibility) and two or more affirmative answers in Part II for questions 5 to 8 (Instructional Planning), the child's home language is considered to be a language other than English. If the language is one other than English, the child will formally be administered the LAB-R within the first ten days of enrollment. If the child scores at the English proficiency level, no further placement assessment is made, and the child is placed in a monolingual class within the school. If the child scores below the English proficiency level, the LAB in the native language is administered. This native language assessment is administered only once in the student's active enrollment. Students who score under the English proficiency level, are classified as English Language Learners. The student's parent is notified in writing in their native language, and the parent is invited to a parent orientation session with Mr. Milton Bonilla, who is both ESL and bilingual/Spanish certified. This parents' orientation is conducted in the parent's preferered language.

1b. During the parent orientation session, the parent is given a copy of the New York City Guide for Parents of English Language Learners guide in English and the parent's native language. A Department of Education video describing the three programs available to English Language Learners is shown to parents. The three programs, bilingual transitional, dual language, and freestanding ESL are explained. At this stage, the parent has the opportunity to ask questions about the programs. During the parents orientation meetings, parents are provided with a Parent Survey and Program Selection Form. By this process, they select their program of choice for their children. These forms are collected, a placement is made, and the forms are kept on file for future reference and as evidence. If the parent prefers a freestanding ESL program for his/her child, the child will be placed in a monolingual class and will be receiving ESL instruction according to the student's level of English proficiency. If the student scores at the beginner or intermediate level in the LAB-R, the child will receive two units (360 minutes) of ESL instruction weekly by Mr. Bonilla, our certified ESL teacher. If the child scores at the advanced level of proficiency he/ she will receive one unit (180 minutes) of ESL instruction. Community School 44 follows the push-in model for ESL instruction. If the parent's program of preference is dual language, and the school does not offer the program, the parent will be informed about another school that may have the program within the district. The school will keep record of parental choice decisions for future reference with the idea of opening a dual language program when we have enough parents requesting the program. If the parent choices the transitional bilingual program, the same procedure will be followed. The school will

open a transitional bilingual program when fifteen or more students within two continuous grades are interested in this program model.
1c. In the spring of every year, ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT), to measure progress in the English language acquisition process and to determine placement for the next school year. A trained team of pedagogues, composed of Mr. Milton Bonilla, Mrs. Elsie Acosta-Figueroa, and Mrs. Norma Rosado, is in charge of administering the NYSESLAT every spring. The children to be tested are determined by generating the RLER report from the ATS. To ensure that the four components of the NYSESLAT are administer effectively, the following procedures are in place: Community School 44 will follow the New York State Department of Education's testing schedule 2011 -2012 for the NYSESLAT. From April 2012 through May 2012, the speaking portion of the test will be administered and scored by the testing team. From the beginning of May 2012 through the end of May 27, 2012, the listening, reading, and writing portion of the test will be administered by the testing team. These sections of the test will be scored from May 2012. By June 4, 2012, all answer sheets will be submitted to the scanning center at One Fordham Plaza to be processed. Later in the summer, prior to the commencement of the new school year, the NYSESLAT results will be retrieved from the ATS. This will aide in placement and scheduling the services for the next school year.

2. Parents whose child have been classified as ELL after administering the LAB-R, will receive a letter home with his/her child and also in the mail in English and their native language indicating the day and time of a parent orientation session the school will be providing to explain the educational programs available for ELL children. During the parent orientation, we show the video and a trained pedagogue talks with the parent. We provide the parent with the New York City Guide for Parents of English Language Learners guide, and the pedagogue together with the parent review the guide. At this stage, the parent has the opportunity to ask pertinent questions about the programs and how the enrollment process of enrollment in these programs. We schedule several parent orientation sessions during the year. During the month of September, we offer the sessions every Tuesday and Thursday at 8:30 a.m. and after the regular school hours at 3:30 p.m. After September, we have parent orientation sessions as new enrollees are admitted. Parents who are required to participate in the parent orientation sessions, but do not attend, receive a second letter in the mail and are also contacted by telephone, encouraged to visit the school, and to participate in the orientation session. If the attempt to contact a parent by teleph Coordinator, will make an attempt to contact the parent when he/she picks up the student at di has not responded to the Parent Survey and Program Selection form within ten days of the chil sitional Bilingual Education Program, which is the default program as per CR Part 154. To ensure the parent has the opportunity to make the best informed decision as which program he/she wants for his/her child, the parent will be contacted during Open School Night in September and during Parent Teacher Conferences in November and in the spring, if necessary.

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 ⊙

3. After the NYSESLAT and LAB-R results are received, an entitlement letter is sent to the student's parents. This entitlement letter indicates that the child is entitled to ELL services. The letter indicates that studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics state tests and are more academically successful than those who alternate between different programs. The entitlement letter also indicates that if the parent is interested in changing the child's current program, or have any questions, to contact Mr. Bonilla the ELL Coordinator. This letter is sent in both English and the parent's preferred language of communication with the school as indicated in the Home Language Identification Survey. Parents whose children have scored above the English proficiency level receive a letter indicating that the child is no longer an ELL student. To ensure that Parent Survey and Program Selection forms are returned to the school, the staff takes an active role in contacting the parents as well. The Parent Coordinator and ELL Coordinator collaborate in outreach efforts to contact parents and encourage them to return these important documents. They make telephone calls using the contact information previously provided by the parent on the student emergency card. The conversation takes place in the parent's native language. This may include talking to relatives and care providers of the student. Attempts are made to contact parents at dismissal when they pick up the child. The Parent Coordinator and ELL Coordinator meet with parents during Open School Night and Parent Teacher Conferences and encourage parents to complete and return the required forms. These forms are then kept on file in the main office and a copy is placed in the ELL compliance binder.

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

placement for the child in the program of choice at another school within the district. The school keeps documentation and contact information in case parents must be informed, at a later date, that we have opened the program they selected. At the beginning of the school year continued entitlement letters are sent to parents of sturents who remain ELLs based on the NYSESLAT test. These letters indicate the continued entitlement and the student'splacement. Copies of continued service letters are filed and kept in the ELL complience binder at school.

5. After reviewing the Parent Survey and Program Selection forms submitted by the parents, the trend is the parents prefer the free standing ESL program for their children. The majority of parents indicate the freestanding ESL as the program of choice. Occasionally, other parents choose the dual language or the transitional bilingual program. When a parent chooses either the dual language or transitional bilingual program, we inform the parent that the school needs at least fifteen students in two continuous grades to open a class. We keep record of parent contact information in case parents must be notified at a later date. In the case when parents request the dual language program, an effort is made to contact English speaking parents and inform them of the dual language program to find out if the parent is interested in enrolling his/her in the dual language program as opposed to the child current program.

6. The program model offered at CS 44 is aligned with the parents' requests. Community School 44 only offers the Free Standing ESL program and the majority of parents prefer this program.

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):
Dual language program	Yes⭘	No❄	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														**0**
Dual Language (50%:50%)														**0**
Freestanding ESL														
Self-Contained														**0**
Push-In	5	12	6	2	8	3								**36**
Total	**5**	**12**	**6**	**2**	**8**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**36**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	36	**Newcomers (ELLs receiving service 0-3 years)**	27	**Special Education**	8
SIFE	0	**ELLs receiving service 4-6 years**	9	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	27	0	0	9	0	0	0	0	0	36
Total	**27**	**0**	**0**	**9**	**0**	**0**	**0**	**0**	**0**	36
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														**0**
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**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	5	12	6	2	8	3								36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other														0
TOTAL	5	12	6	2	8	3	0	0	0	0	0	0	0	36

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1a. Community School 44 follows the self-contained instructional model. The ESL program follows the Push-in model.
1b. The school day is divided into an eight (8) periods. There are seven (7) forty five minute periods for instruction and one (1) fifty minute period for lunch. The students receive six (6) periods of instruction by their classroom teacher. One period each day, the students travel as a group and receive an additional instructional period in the area of science, art, music, and physical education. The ELL students are part of the self-contained classroom. They ELL population is grouped heterogeneously. A push-in model of instruction is in place for the ESL instruction of ELL students. Students are served both by grade level and proficiency level. The ESL teacher groups the ELL students for instructional purposes in two continuous grade levels.
2. Those ELL students in the beginner and intermediate levels receive two units of ESL instruction per week (360 minutes), and those in the advanced level receive one unit of ESL instruction per week (180 minutes). The ESL teacher articulates with the classroom teacher for the delivery of instruction.
3. The content areas are delivered in the English language using the push-in model, the ESL teacher articulates with the classroom teacher to assist the students in making content comprehensible and enrich language development.
4. ELLs are evaluated in their native language by administering the Spanish LAB at the beginning of their enrollment. Since only English is the language of instruction, native language is not further evaluated. Community School 44 does not offer a Transitional Bilingual program or a Dual Language program.
5a. N/A
5b. Community School 44 supports ELLs who have been in US schools less than three years by providing extra tutoring during the periods

A. Programming and Scheduling Information

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)
100%	5. English Language Learners receiving ESL for 4 to 6 years receive extra tutoring, by the certified ESL teacher, during our extended time of instruction. These students are immerced in the monolingual classroom and also receive instruction in all the content areas in the English language. Additionally an after school program is in place to support these students.
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

Courses Taught in Languages Other than English

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?

8. ELL students are immersed in the monolingual classroom where they receive ELA, math, and other content area instruction. The ESL teacher articulates with the classroom teacher and prepares the lessons which are implemented when the ESL teacher pushes-in. When the ESL teacher pushes-in self-contained classrooms, he works with the ELL students in small groups. For students who have reached proficiency level on the NYSESLAT, two additional years of transitional support is provided. These students receive at least one period of week with the ESL teacher and articulation between the classroom teacher and ESL teacher is continuous. The testing accommodations in CR Part 154 are in place for ELL students as well.

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

The instructional materials used to support ELL students include: laptops, Schoolwide Writing Units, Everyday Mathematics manipulatives, Fundations/Wilson magnetic letter boards and letter tiles, magnetic words, pictures, puppets, science tools, maps and globes, Fountas & Pinnell and Mondo leveled readers for guided and independent reading, dual language books (English/Spanish), picture books in Spanish, dictionaries (English/Spanish), experience charts, posters, overhead projectors, art materials for kinesthetic learning, Vocabulary

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?

8. ELL students are immersed in the monolingual classroom where they receive ELA, math, and other content area instruction. The ESL teacher articulates with the classroom teacher and prepares the lessons which are implemented when the ESL teacher pushes-in. When the ESL teacher pushes-in self-contained classrooms, he works with the ELL students in small groups. For students who have reached proficiency level on the NYSESLAT, two additional years of transitional support is provided. These students receive at least one period of week with the ESL teacher and articulation between the classroom teacher and ESL teacher is continuous. The testing accommodations in CR Part 154 are in place for ELL students as well.

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

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

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

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

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)?

N/A

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

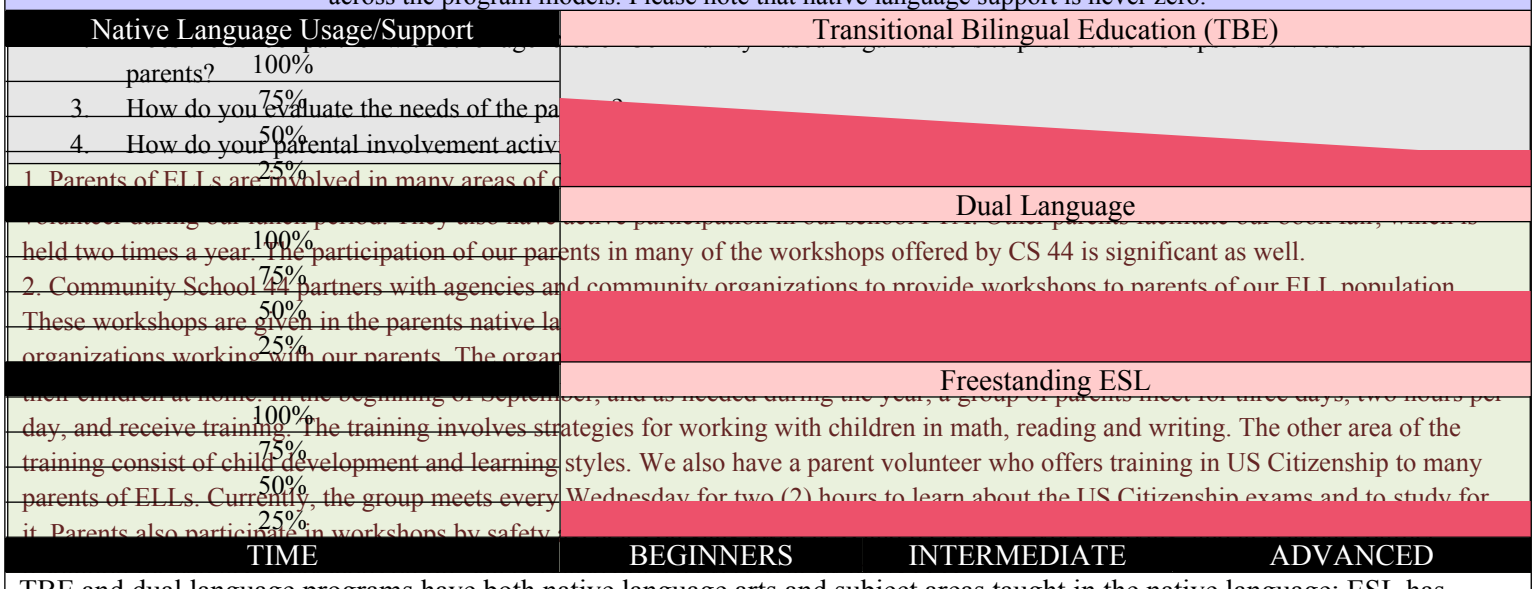
D. Professional Development and Support for School Staff

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.

1. There is an ongoing professional development plan for personnel who work with ELLs. The certified ESL teacher provides one-to-one assistance to teachers during weekly articulation periods. Additionally, monthly workshops are offered in ESL methodologies.
2.
3. We have scheduled a series of workshops which total 7.5 hours of ELL training in ESL methodologies for those teachers who have not been trained. Special Education teachers will receive an additional 2.5 hours of training in ESL methodologies; this in accordance as per Jose P regulation.

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.

parents?

3. How do you evaluate the needs of the pa
4. How do your parental involvement activ

1. Parents of ELLs are involved in many areas of c

[redacted] Dual Language

[redacted] Freestanding ESL

[redacted] ADVANCED

held two times a year. The participation of our parents in many of the workshops offered by CS 44 is significant as well.
2. Community School 44 partners with agencies and community organizations to provide workshops to parents of our ELL population. These workshops are given in the parents native la
organizations working with our parents. The organ
their children at home. In the beginning of September, and as needed during the year, a group of parents meet for three days, two hours per day, and receive training. The training involves strategies for working with children in math, reading and writing. The other area of the training consist of child development and learning styles. We also have a parent volunteer who offers training in US Citizenship to many parents of ELLs. Currently, the group meets every Wednesday for two (2) hours to learn about the US Citizenship exams and to study for it. Parents also participate in workshops by safety
periodically during the year, parents are provided with a survey. In this survey parents are asked to provide their preferences for services and workshops. The coordinator organize workshops and activities according to parents' needs. At the end of each workshop parents also have the opportunity to give us feedback and to suggest other topics for workshops. The PTA has a similar system in place with the same purpose. The parent coordinator and the PTA work closely in this area.
4. The parental involvement activities are tailored to meet the needs of the parents. One of the most important areas for parents of ELLs is translation. During all workshops, PTA meetings, and SLT meetings, translation for ELL parents is provided. CS 44 also offers an ESL class for adults targeting our ELL parents. The class meets for three (3) hours every Friday.

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?

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?

8. ELL students are immersed in the monolingual classroom where they receive ELA, math, and other content area instruction. The ESL teacher articulates with the classroom teacher and prepares the lessons which are implemented when the ESL teacher pushes-in. When the ESL teacher pushes-in self-contained classrooms, he works with the ELL students in small groups. For students who have reached proficiency level on the NYSESLAT, two additional years of transitional support is provided. These students receive at least one period of week with the ESL teacher and articulation between the classroom teacher and ESL teacher is continuous. The testing accommodations in CR Part 154 are in place for ELL students as well.

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

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

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

C. Schools with Dual Language Programs

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

N/A

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.

1. There is an ongoing professional development plan for personnel who work with ELLs. The certified ESL teacher provides one-to-one assistance to teachers during weekly articulation periods. Additionally, monthly workshops are offered in ESL methodologies.
2.
3. We have scheduled a series of workshops which total 7.5 hours of ELL training in ESL methodologies for those teachers who have not been trained. Special Education teachers will receive an additional 2.5 hours of training in ESL methodologies; this in accordance as per Jose P regulation.

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?

1. Parents of ELLs are involved in many areas of our school. We have five (5) parents in our School Leadership Team, and other parents volunteer during our lunch period. They also have active participation in our school PTA. Other parents facilitate our book fair, which is held two times a year. The participation of our parents in many of the workshops offered by CS 44 is significant as well.
2. Community School 44 partners with agencies and community organizations to provide workshops to parents of our ELL population. These workshops are given in the parents native language and in English as well. The organization learning leaders is one of the various organizations working with our parents. The organization provides training for parents to become volunteers in our school and to work with their children at home. In the beginning of September, and as needed during the year, a group of parents meet for three days, two hours per day, and receive training. The training involves strategies for working with children in math, reading and writing. The other area of the training consist of child development and learning styles. We also have a parent volunteer who offers training in US Citizenship to many parents of ELLs. Currently, the group meets every Wednesday for two (2) hours to learn about the US Citizenship exams and to study for it. Parents also participate in workshops by safety agencies on gang awareness and recruiting, syber bullying, and also about conflict resolution for parents. Workshops on fire safety is also offered every year by the NYFD.
3. Our parent coordinator has several tools to evaluate the needs of the parents. At the beginning of the school year in September, and periodically during the year, parents are provided with a survey. In this survey parents are asked to provide their preferences for services and workshops. The coordinator organize workshops and activities according to parents' needs. At the end of each workshop parents also have the opportunity to give us feedback and to suggest other topics for workshops. The PTA has a similar system in place with the same purpose. The parent coordinator and the PTA work closely in this area.
4. The parental involvement activities are tailored to meet the needs of the parents. One of the most important areas for parents of ELLs is translation. During all workshops, PTA meetings, and SLT meetings, translation for ELL parents is provided. CS 44 also offers an ESL class for adults targeting our ELL parents. The class meets for three (3) hours every Friday.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

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

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.

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		1		1		3
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)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

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.

Part VI: LAP Assurances

School Name: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 12x44 **School Name:** CS44

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

To ensure that all parents/guardians are provided with appropriate and timely information in a language they can understand, Community School 44 uses the following method to assess our written translation and oral interpretation needs:
At registration, and as needed during the year, parents are asked to complete a contact card. In this card parents indicate the language in which they want the school to send written communications to them. The school uses this data and keeps a master list of all parents requesting written communication in a language other than English. Our parents' coordinator also provides a form to parents where they indicate their language of preference when receiving written communications.

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.

We have found that Spanish is the preffered language other than English of our parents/guardians. These findings have been reported to the school community during monthly faculty conferences, grades commom preparation periods, and at Parent/Teachers conference orientation meetings.

Part B: Strategies and Activities

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

Community School 44 will translate all written comunications to parents whose language of preference is Spanish. This will be done in-house by Mr. Bonilla, our Bilingual licenced teacher. We will translate the weekly letter to parents, our monthly school calendar, and all other official notifications going home to parents. When requested by a teacher, administrator, nurse, or any other authorized school personnel, we will also translate any individual communication to the parents/guardians of a particular student regarding a particular issue.

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.

Oral interpretation services will be provided by in-house personnel. Ms. Verdejo - our Parents' Coordinator, Ms. Irizarry - Attendance Teacher, Ms. Hernandez - Pupils Personnel Secretary, Ms. Acosta-Figueroa - IEP Teacher, Mr. Bonilla - Bilingual/ESL Teacher, and Ms. Rosado - Assistant Principal are all fully bilingual English/Spanish speakers. These personnel are available upon request to provide oral interpretation as needed. Parents/guardians will receive this service when they conduct any official business at school, attend any meetings, and as well when they conduct any business with the school by telephone.

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.

Community school 44 will provide each parent who, based on their language preference, may need translation and/or interpretation services a translated version of "Bill of Parents Rights and Responsibilities." This documet includes the parents' rights regarding translation and interpretation services. Additionally, the school will post at the main entrance, the main lobby, and the parents' coordinator office a sign indicating the availability of interpretation services in the school. As an additional effort to ensure that parents in need of language access services are not prevented from reaching the school's administrative offices due to language barries, our school safety plan will contain apropriate procedures.

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: Community School 44	DBN: 12X044
Cluster Leader: Chris Groll	Network Leader: Varleton MacDonald
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: 60 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: 0

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:

Rationale: Community school 44 has developed a very successful after school program to serve ELL students. The English skill building component will include instructional aspects that our data has shown are most needed by ESL students. We looked at the results of the component breakdown of the NYSESLAT exam, observations made by classroom teachers, ESL teacher, and other service providers, as well as the grades received in report cards. After evaluating all test data and professional input by teachers, we determined that our students would greatly benefit from continued and sustained support in reading, vocabulary acquisition, writing and conversational skills. This would grant them the ability and opportunity to participate effectively in their class and perform well in the state tests.

The instructional skill building components will include reading-decoding skills, English vocabulary for the content areas, oral skill-building exercises and writing skills.

The program follows

Tutoring will be provided by licensed ESL teacher in a small group setting to further assist the ELL students in the language acquisition process.

Subgroups and grade levels to be served

All ELL students from 1st, 2nd, 3rd, 4th, and 5th grades at all levels of proficiency will be served. Parents will be formally invited two times a year to observe student work. However, all and any parent is always welcome to visit our classroom and observe student work at any time.

Schedule and Duration

The program will run a total of 26 weeks starting on October 11th 2011 and ending May 9th 2012. The specific dates are as follows: October 11, 12, 18, 19, 25 26; November 1, 2, 15, 16, 22, 23, 29, 30; December 6, 7, 13, 14, 20, 21; January 3, 4, 10, 11, 17, 18, 24, 25, 31; February 1, 7, 8, 14, 15, 28, 29; March 6, 7, 12, 13, 19, 20, 27, 28; April 3, 4, 17, 18, 24, 25 May 1, 2. Classes will run from 3:30 to 5:00pm Tuesdays and Wednesdays. Additional tutoring will occur on Mondays, and as NYSESLAT testing dates become available in order to provide additional support and preparation.

Language and Instruction

All classes will be held in English. ESL techniques and methodologies for the acquisition of English for English Language Learners will be used. The focus of the program will be to enable students to improve

Part B: Direct Instruction Supplemental Program Information
English acquisition and skills in the four modalities; listening, speaking, reading, and writing. # and licenses of teachers involved. There will be one ESL teachers and one Bilingual teacher involved in the program to fulfill the ESL component. Types of Materials to be used ESL books and English books already in our curriculum from past years of this program will be used at no additional cost to the program. We will use Accelerated English Language learning-ScottForesman, Language Patterns and Usage-Continental Press, and Connecting Vocabulary-Options Publishing Inc. as supporting material.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Rationale Teachers who work with ELL students need to be familiar with the latest ESL methodologies in order to improve both English acquisition and content area knowledge. We have adopted a common planning schedule that allows the ESL teacher to meet with teachers at the various grade levers to plan strategies to support our Push-in ESL program. Teachers to receive training Twelve general education teachers will receive training in differentiating instruction for ELLs and ESL methodologies Schedule and duration Staff development workshops are the second Monday of the month and meets for 75 minutes; from 2:45 - 4:00pm. Topics to be covered The topics to be covered during these workshops are the integration of ELL instructional concepts and methodologies in all subject areas in order to better support English acquisition as well as subject matter knowledge . Other topics will be: how instruction in the subject areas can support the ELL students and how to difentiate instruction during the TCRWP instructional periods . Name of provider Ms. Bonilla, our ESL cerfified teacher and Mrs. Acosta Figueroa, our Bilingual/Special Education teacher be facilitating this training.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Rationale Community School 44 would like to encourage as much parent involvement as possible, especially with our ELL at-risk students. We also want to promote in parents a positive attitude towards education and attending school programs that increase academic achievement. Therefore, we are implementing an ESL class for parents of our students. Schedule and Duration There are twelve scheduled adults ESL classes for CS 44 parents. The classes meet as follows: October 14, 21, 28; November 4, 18; December 2, 9, 16; January 6, 13, 20; February December 3. Name of Provider Mr. Bonilla, our ESL certified teacher will facilitate this activity. How parents will be notified of these activities Parents will be called by phone, in their native language by the parent coordinator and/or a bilingual teacher. Invitations will be backpacked home with students with dates, times, and details of the program. A flyer discribing the program and dates will also be posted on the parent's bulletin board at the school.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel	None, Metrocards provided by other budgets	
Other	$950	Coffee and light snack for parents. Light snack for students.
TOTAL	$16072	