



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THOMAS C. BROWN

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

PRINCIPAL: JOSEPH A. MILLER      EMAIL: [JMILLER25@SCHOOLS.NYC.GOV](mailto:JMILLER25@SCHOOLS.NYC.GOV)

SUPERINTENDENT: ERMINIA CLAUDIO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Joseph A. Miller	*Principal or Designee	
Cynthia Panarella	*UFT Chapter Leader or Designee	
Jackie Amezquita	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jeanette Samulski	Member/UFT/Co-Chair of SLT	
Kathy Fournier	Member/UFT	
Maria Grillo	Member/UFT	
Jacqueline Paite-Conyers	Member/UFT	
Jesenia Benitez	Member/Parent/PTA	
Rev. Wendy Calderon-Payne	Member/Parent	
Marisol Cruz	Member/Parent/ PTA	
Mary Curry	Member/Parent/PTA	

Deidra Newsome	Member/Parent/PTA	
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\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

***By June 2013, the ELL-SWD student group (24 students) will demonstrate progress towards achieving state standards as measured by a 15% increase in this subgroup scoring at a proficient level in ELA (as identified by the 2012-2013 NYSTP-ELA performance as indicated in NYSTART).***

### **Comprehensive needs assessment**

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

Student achievement data from the 2009-2010 school year, the 2010-2011 school year, and the 2011-2012 school year were analyzed to identify which students are most at risk of not achieving proficiency in ELA. In the 2009-2010 school year, students with disabilities (SWDs) had a performance index of 90 on the ELA exam. The safe harbor for these students was 101. The effective AMO for these students was 135. In the 2009-2010 school year, English Language Learners (ELLs) had a performance of 106 on the ELA. The safe harbor for these students was 115. The effective AMO for these students was 130. In the 2010-2011 school year, SWDs had a performance index of 111 on the ELA exam. The safe harbor for these students was 70. The effective AMO for these students was 146. In the 2010-2011 school year, English Language Learners (ELLs) had a performance index of 122 on the ELA exam. The safe harbor for these students was 75. The effective AMO was 139. In the 2012-2013 school year, students with disabilities (SWDs) had a performance index of 70. The safe harbor for these students was 83. The effective AMO for these students was 113. In the 2012-2013 school year, there were not sufficient ELLs to form a subgroup for accountability purposes. There is no reported performance index, safe harbor, or effective AMO for ELLs for the 2012-2013 school year.

The review of the data for the past three years reveals that SWDs did not meet safe harbor for ELA. ELLs did not meet safe harbor for ELA during the 2009-2010 or 2010-2011 school years. The data analysis, combined with the historical downward trend, compelled the creation of this goal.

### **Instructional strategies/activities**

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

The Cognitive Academic Language Learning Approach (Uhl-Chamot & O'Malley 1994) will be utilized by teachers who work with students who are identified as ELLs and as SWDs. CALLA (Cognitive Academic Language Learning Approach) complements a differentiated approach to instruction. (Tomlinson 1999) CALLA supports a differentiated approach to instruction via the use of a

variety of methods to scaffold the instruction. The most prominent feature of CALLA is the extensive use of a range of graphic organizers that are meant to support the acquisition of academic language and content area knowledge. CALLA allows for differentiation of instruction based on the needs of the students. The scaffolding measures can be as extensive or as minimal as suits the needs of the students.

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

It is incumbent upon the teachers of ELLs-SWDs in Grades Three, Four, and Five to implement CALLA and to utilize differentiated instruction in order to help the students achieve higher levels of proficiency. There are two staff developers available to provide instructional support. There is an Response to Intervention (RTI) program in place to provide intervention and additional support to struggling students.

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

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

d) timeline for implementation

The timeline for the implementation of this goal is from January 2013 to June 2013.

#### References:

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

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- ✓ School Leadership Team (SLT)
- ✓ School Report Card improvement areas review (SLT)
- ✓ Parent Workshops
- ✓ ARIS Parent Link
- ✓ Annual Parent Teacher Conference Quality Review Survey
- ✓ ESL and GED classes (through Community Based Organizations)
- ✓ The school will provide assistance to parents of children served by the school as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State’s academic content standards
  - the State’s student academic achievement standards
  - the State and local academic assessments including alternate assessments
  - how to monitor their child’s progress, and how to work with educators
- ✓ E-CHALK—PS 44’s Parent Outreach school website with information available in all languages. This website is easily accessible by the parents and the community.
- ✓ Global Connect—Parent Notification System which provides emergency notifications, text messages, absenteeism/tardiness, polling/surveying. e-mail, real time reports, and message translation

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  

Tax		Title				
X	Levy	X	Title I	_____	IIA	X
				_____	Title III	_____
					Grants	_____
						Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - ✓ There are three sources of funding for this goal: Tax Levy, Title I, and Title III.

- ✓ The ESL Academy, which serves students in Grades 3, 4, and 5 will support this goal, as will the Response to Intervention (RTI) program.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

***By June 2013, the ELL-SWD student group (24 students) will demonstrate progress towards achieving state standards as measured by a 15% increase in this subgroup scoring at a proficient level in Math (as identified by the 2012-2013 NYSTP-Math performance as indicated in NYSTART).***

### **Comprehensive needs assessment**

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

Student achievement data from the 2009-2010 school year, 2010-2011 school year, and the 2011-2012 school year were analyzed to identify which students were most at-risk of not achieving proficiency in Math. In the 2009-2010 school year, students with disabilities (SWDs) had a performance index of 128 on the Math exam. The effective AMO for these students was 110. In the 2009-2010 school year, English Language Learners had a performance index of 163. The effective AMO for these students 105. In the 2010-2011 school year, SWDs had a performance index of 129 on the Math exam. The effective AMO for these students was 126. In the 2010-2011 school year, ELLs had a performance index of 156 on the Math exam. The effective AMO for these students was 119. In the 2011-2012 school year, students with disabilities (SWDs) had a performance index of 84. The safe harbor for these students was 96. The effective AMO for these students was 128. In the 2012-2013 school year, there were not sufficient ELLs to form a subgroup for accountability purposes. There is no reported performance index, safe harbor, or effective AMO for ELLs for the 2012-2013 school year.

The review of the data for the past three years reveals that SWDs did not meet safe harbor for Math. ELLs did not meet safe harbor for Math during the 2009-2010 or 2010-2011 school years. The data analysis, combined with the historical downward trend in student performance, compelled the creation of this goal.

### **Instructional strategies/activities**

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

The Cognitive Academic Language Learning Approach (Uhl-Chamot & O'Malley 1994) will be utilized by teachers who work with

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

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

It is incumbent upon the teachers of ELLs-SWDs in Grades Three, Four, and Five to implement CALLA and to utilize differentiated instruction in order to help the students achieve higher levels of proficiency. There are two staff developers available to provide instructional support. There is an Response to Intervention (RTI) program in place to provide intervention and additional support to struggling students.

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

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

d) timeline for implementation

The timeline for the implementation of this goal is from January 2013 to June 2013.

#### References:

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

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through

15 in this CEP.

- ✓ School Leadership Team (SLT)
- ✓ School Report Card improvement areas review (SLT)
- ✓ Parent Workshops
- ✓ ARIS Parent Link
- ✓ Annual Parent Teacher Conference Quality Review Survey
- ✓ ESL and GED classes (through Community Based Organizations)
- ✓ The school will provide assistance to parents of children served by the school as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State’s academic content standards
  - the State’s student academic achievement standards
  - the State and local academic assessments including alternate assessments
  - how to monitor their child’s progress, and how to work with educators
- ✓ E-CHALK—PS 44’s Parent Outreach school website with information available in all languages. This website is easily accessible by the parents and the community.
- ✓ Global Connect—Parent Notification System which provides emergency notifications, text messages, absenteeism/tardiness, polling/surveying. e-mail, real time reports, and message translation

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
X \_\_\_\_\_ Tax Title I \_\_\_\_\_ Title II A \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- ✓ There are three sources of funding for this goal: Tax Levy, Title I, and Title III.
- ✓ The ESL Academy, which serves students in Grades 3, 4, and 5 will support this goal.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

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

By June 2013, all teachers will participate in a professional study group in order to refine instructional practice by taking the following steps: using the information learned from the study group to analyze student data, using the analysis of student data to change instructional practice, and changing instructional practice in order to raise student achievement in ELA with a specific focus of increasing the number of students performing at levels 3 and 4 on school progress report.

#### **Comprehensive needs assessment**

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

The needs assessment for this unique goal has been extensive. Surveys were created, utilizing language from the Quality Review Rubric, and distributed to a variety of stakeholder groups among the faculty, staff, and parents of the PS 44 community. In addition, the administrative team referred to the Principal Performance Review, previous School Comprehensive Education Plan, Progress Reports from the past two years, the Joint Intervention Team report, informal walk-through feedback and formal observations to establish a school-wide definition of instructional rigor.

Instructional rigor is viewed as a three-stage process of discovery. First, the teachers evaluate the students and then analyze the student data. Second, the teachers use the analysis of student data to change instructional practice. Third, the teachers change facets of instructional practice in order to raise student achievement in ELA. Instructional rigor is commonly defined as challenging students by meeting them at their level and providing the supports needed to enable them to meet and exceed grade level standards.

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

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

The teacher study groups are a form of collaborative teacher research. Lassonde and Israel (2010) state the importance of collaboration: "The opportunity to collaborate has been cited as the most important factor in instituting change." (p.7) The teacher study groups offer a sustainable form of professional development. Lassonde and Israel (2010, p. 6) identify five goals for professional development:

- advancing students' learning

- exploring options and gaining new perspectives and ideas
- learning new methods or approaches to advance our teaching
- acquiring knowledge and skills that transfer to or apply to reformed curriculum
- acquiring knowledge and skills that help us independently carry out new approaches by applying learned classroom practices

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

Teachers will be organized into study groups according to grade level (in the case of classroom teachers) or instructional specialty (in the case of cluster teachers and specialists). The study groups will meet during the common planning time that is built into the schedule.

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

This is teacher-driven process. The study group will read current research about aspects of literacy education that are relevant to their instructional practices. Current research entails academic articles found in periodicals such as *TESOL Quarterly*, *Reading Review Quarterly*, and *Theory Into Practice*. Teachers will use the information learned from the study group to analyze student data, use the analysis of student data to change instructional practice, and change instructional practice in order to raise student achievement in ELA.

d) timeline for implementation.

The timeline for the implementation of this goal is January 2013 to June 2013.

Reference:

Lassonde, C.A. & Israel, S.E. (2010). *Teacher collaboration for professional learning: Facilitating study, research, and inquiry communities*. San Francisco, CA: Jossey-Bass.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

This is a goal that is centered on the teachers, parents, and the administrative team working together to lift the quality of instruction. Parental involvement in this goal is will be through the SLT, PTA, and curriculum conferences by exposing parents to resulting best practices. Discussion of impact on teacher practice with SLT/PTA.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax \_\_\_\_\_ Title I \_\_\_\_\_ Title II A \_\_\_\_\_ Title III  X  Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- ✓ Both Title I and Assessment Grant funds will be utilized to support the implementation of this goal.

### ANNUAL GOAL #4 AND ACTION PLAN

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

#### **Annual Goal #4**

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

***By June 2013, teachers will create a comprehensive skills inventory in the areas of literacy, math, social studies, and science for each grade in order to strengthen the vertical alignment of the curriculum as evidenced by student data and refined/revised curricula.***

#### **Comprehensive needs assessment**

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

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

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

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

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

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

The creation of the comprehensive skills inventory is the undertaking of both teachers and administrators. Working on grade level teams, teachers on each grade level will be able to create a skills inventory in the areas of literacy, math, Social Studies, and science. Working on grade level teams, with the support of staff developers and the administrative team, teachers will create a skills inventory in each of the four areas listed above. Through this process, a student's progression from Pre-Kindergarten through Grade Five can be charted.

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

The creation of the comprehensive school-wide skills inventory is a teacher-driven, administrator-supported process. Within the ARIS community, a "ladder" of communication is in the process of being established. In this "ladder", Pre-Kindergarten

teachers communicate with Kindergarten teachers. Kindergarten teachers communicate with Grade One teachers. Grade One teachers communicate with Grade Two teachers. Grade Two teachers communicate with Grade Three teachers. Grade Three teachers communicate with Grade Four teachers. Grade Four Teachers communicate with Grade Five teachers.

d) timeline for implementation.

The timeline for the implementation of this goal is from January 2013 to June 2013.

References:

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

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - ✓ The School Leadership Team (SLT)
  - ✓ Parent Coordinator

The SLT and the Parent Coordinator are the ambassadors who will explain the value of the skills inventories to the parents and explain the connection between what the students must master on his/her current grade level in order to be prepared to meet the requirements of the following grade.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III  Grants \_\_\_\_\_ Other \_\_\_\_\_

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - ✓ There are two sources of funding that support this goal: Tax Levy and an Assessment Grant. The Assessment Grant has provided an additional \$10,000 to support the vertical alignment of the curriculum and the comprehensive skills inventories in the areas of literacy, math, Social Studies, and science for each grade level.
  - ✓ Common planning periods, weekly inquiry meetings, and coverages provided to teachers will afford teachers the ability to meet in teacher teams to work on the vertical alignment and the skills inventories.

## **ANNUAL GOAL #5 AND ACTION PLAN**

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

### **Annual Goal #5**

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

***By June 2013, the principal and the assistant principals will conduct seven formal/informal observations for each teacher using selected components of a research based teacher effectiveness rubric to provide meaningful feedback to improve teacher pedagogy.***

### **Comprehensive needs assessment**

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

One of the Chancellor's initiatives for the current school year is to utilize a research based framework as a tool for the improvement of professional practice. There are three basic elements that support student achievement: instruction (pedagogy), curriculum, and assessment. The framework supports rigorous instruction through the identification of four domains a teacher must master. Within the four domains, PS 44—in alignment with the Chancellor's initiatives—has elected to focus on three specific competencies: 1e (designing coherent instruction), 3b (using questioning and discussion techniques), and 3d (using assessment in instruction). There is a pervasive need for thoughtful, rigorous instruction at PS 44. The framework provides teachers and administrators with a common language around instructional practices and with a common set of lenses through which to view improvements in instructional practice. It is hoped that the strengthening of instructional practice will lead to a rise in student achievement.

### **Instructional strategies/activities**

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

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

The book *Enhancing Practice: A Framework for Teaching* was purchased for select faculty members. The following elements of the framework will be focused on during the 2012-2013 year: 1e (designing coherent instruction), 3b (using questioning techniques and discussion techniques), and 3d (using assessment in instruction).

- ✓ key personnel and other resources used to implement these strategies/activities,

The grade leaders, the staff developers, and the administrators are critical to the success of this framework as a tool that furthers instructional practice. Grade leaders will be asked to serve as a model for selected competencies. Staff developers will be

expected to provide support and guidance to teachers regarding selected competencies. The administrators will implement the following schedule for informal walkthrough cycles: Cycle One: 09/24/12 to 11/16/12 (1e: designing coherent instruction), Cycle Two: 11/19/12 to 12/21/12 (3b: using questioning and discussion techniques), Cycle Three: 01/02/13 to 02/01/13 (3d: using assessment in instruction), Cycle Four: 02/04/13 to 03/15/13 (1e: designing coherent instruction), Cycle Five: 03/18/13 to 05/03/13 (3b: using questioning and discussion techniques), and Cycle Six: 05/06/13 to 06/04/13 (3d: using assessment in instruction).

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

All teachers will have an opportunity to discuss the walkthroughs with the administrator who performed the walkthrough. On-going conversations between teachers and administrators and teacher teams surrounding instructional practice are a hallmark of the successful implementation of the framework. The administrative team made the decision to focus on each competency twice to allow the teachers to demonstrate their growth in a particular competency.

- ✓ timeline for implementation.

The implementation for the framework is well underway. Cycle One and Cycle Two have been completed. Cycle Three is currently underway. There are six cycles planned for the 2012-2013 school year.

#### Reference:

Danielson, C. (2<sup>nd</sup> Ed). (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

This is a goal that is centered on the teachers and the administrative team working together to lift the quality of instruction. Parental involvement in this goal is rather indirect: parents help in the implementation of this goal by ensuring that their children are in school.

**Budget and resources alignment**

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

✓ Both Title I and Tax Levy funds will be utilized to support the implementation and professional development around this goal.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	This year, PS 44 has implemented a robust Response to Intervention (RTI) plan. There are two rounds. Each round is twelve weeks. The first six week cycle of each round targets students that are in need to targeted instruction in specific literacy skills and strategies. After six weeks, the students are evaluated. Students who have made improvement continue to receive the same intervention for three more weeks. Students who are still struggling receive a different intervention for three more weeks. After three weeks the students are re-evaluated. Students who have completed nine weeks of intervention and have made improvement will	Classroom teachers and support personnel work with students in small group settings.	The service is provided during the school day and during extended day sessions.

	<p>receive no further invention. Their progress will continue to be monitored within the core instructional setting. Students who are still struggling after receiving nine weeks of intervention will receive an additional three weeks of intervention. The classroom teachers and support personnel customize the instructional interventions according to the students' needs.</p>		
Mathematics	<p>In grades K-2, teachers utilize Everyday Math. In grades 3-5, teachers utilize Go Math. Both the Everyday Math and the Go Math programs contain components that provide extra support and extension activities for at-risk students.</p>	<p>Classroom teachers and support personnel work with students in small group settings.</p>	<p>The service is provided during the school day and during extended day sessions.</p>
Science	<p>The science program requires students to learn through inquiry-based investigations. At-risk students benefit from participating in hands-on experiments and working with lab equipment to collect and analyze data from experiments. Students are encouraged</p>	<p>The Science cluster teachers work with students in small groups.</p>	<p>The service is provided during the school day.</p>

	to use the scientific method with support from science magazines, trade books, journals, and other resources to support learning in the content area.		
Social Studies	The Social Studies cluster teacher utilizes technology, trade books, and other resources to support learning in the content areas.	The Social Studies cluster teacher works with students in small groups.	The service is provided during the school day.
At-risk services provided by the Guidance Counselor	The at-risk counseling program includes services to assist students, teachers, and parents. The goal of the program is to increase levels of self-esteem, self confidence, and self motivation in students.	The Guidance Counselor provides services in small group and one-to-one settings.	The service is provided during the school day.
At-risk services provided by the School Psychologist	The School Psychologist will consult with teachers and parents to develop intervention plans, conduct short term counseling with at-risk students and, perform direct interventions in the classroom.	The School Psychologist works with small groups and in one-to-one settings.	The service is provided during the school day.
At-risk services provided by the Social Worker	The Social Worker will meet with at-risk students, their families, teachers, school administration, and various agencies to help address the students'	The Social Worker works with small groups and in one-to-one settings.	The service is provided during the school day.

	social/emotional functioning. The goal is to improve students' academic performance and social/emotional functioning.		
At-risk Health-related Services	The school health professionals will meet with students, their parents and teachers to discuss and plan strategies that will enhance students' health.	The school health professionals work in a small group setting.	The service is provided during the school day.

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

The chief strategies for teacher recruitment at PS 44 are:

- ✓ Recruit teachers who hold dual certifications in General Education and Special Education
- ✓ Recruit teachers who hold dual certifications in ESL and either General Education or Special Education
- ✓ Recruit teachers who have a bilingual extension (Spanish) to an existing certification

Due to the growing populations of students who are English Language Learners (ELLs) and students with disabilities (SWDs), it is important to recruit teachers who are certified in ESL, Special Education or have a bilingual extension in addition to being certified in General Education.

The chief strategies for teacher retention at PS 44 are:

- ✓ Utilize the Danielson framework to structure observations and conversations about instructional strategies
- ✓ Utilize the Danielson framework to provide actionable feedback around focused areas to support teacher development
- ✓ Utilize the Danielson framework to formulate next steps
- ✓ Support the professional development of teachers

Teacher retention is critical to the success of the instructional program at PS 44. Teachers are supported and encouraged to grow as professional educators.

Teacher assignments at PS 44 are based on:

- ✓ Areas of strength
- ✓ Depth of pedagogical knowledge
- ✓ Depth of content knowledge
- ✓ Innovative practices
- ✓ Rapport with students

PS 44 has a range of specialized instructional programs: Integrated Co-Teaching classes, a growing Dual Language

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 the parents and community of the Thomas C. Brown School (PS 44). Therefore, PS 44, the Thomas C. Brown 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. PS 44's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the PS 44 school community. PS 44 will support parents and families of Title I students through the actions described below.

The **Thomas Brown School PS 44** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the for the involvement of all parents of Title I eligible students consistent with *Section 1118—Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents of English Language Learners (ELLs), parents of students with disabilities (SWDs), and parents of migratory children. This will include providing information and school reports required under *Section 111—State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education,
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the one percent Title I, Part A funds reserved for parental involvement is spent and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

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

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

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in Section 1118—Parental Involvement of the ESEA.*

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

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

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

- Annual Parent Survey
- P.B.I.S. Program School and Home Matrix
- School Report Card Improvement areas review

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

- Parent Workshops
- PTA Meetings
- Parent Coordinator Family Outreach
- ARIS Parent Link—which provides up to date academic information about each student. It is available in 9 languages.
- Teacher created units of study that are aligned with the CCLS,
- Dial-A-Teacher
- P.B.I.S. Home Matrix
- ESL Afterschool Academy (28 sessions)—ELLS in grades 3,4, and 5 are provided with additional support in academic writing and reading.
- Title III ELL Summer Reading Program which is housed at the Summer School site for PS 44.
- Dual Language Program: in partnership with families, the Dual Language program strives to provide students with a challenging and supporting academic environment that prepares them for a college preparatory path and to create a culture of responsible citizens that care, are creative, set high goals and can led the way in the 21<sup>st</sup> century.
- Global Connect—Parent Notification System which provides emergency notifications, text messages, absenteeism/tardiness, polling/surveying, e-mail, real time reports and message translation.

The **Thomas C. Brown School PS 44** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs such as UAU, Virtual Y, Staten Island Mental Health Society, Health Plus, and Studio in a School,.

- Staten Island Mental Health Society / District 31 school reading volunteers program.
- UAU & Virtual Y programs offering a wide array of resources such as parent workshops, community service projects, performing arts and culminating events
- Health Plus which provides health coverage to families that do not have medical college
- Studio in the School, an Arts & Nutrition teaching program hosted for the 4<sup>th</sup> grade
- PS 44 Eagles Step Team and the PS 44 Chorus

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

- Annual Parent Survey
- Parent Teacher Conference Quality Review Survey

**NOTE:** This evaluation will be conducted by the Parent Coordinator with the assistance of the PTA Executive Board. In accordance with our “Parents are Important” rule and our firm belief that every voice counts, we have developed a formula of Parents + Schools + Community = Successful Students. We will provide the following free workshops and classes through our local Community Based Organizations (CBO):

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

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

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

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—
  - the State’s academic content standards;
  - the State’s student academic achievement standards;
  - the State and local academic assessments including alternative assessments;
  - the requirements of Title I, Part A;
  - how to monitor their child’s progress; and
  - how to work with educators

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

This policy was adopted by the **Thomas C. Brown School PS 44** on **10/22/12** and will be in effect for the period of **2012-2013**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **11/19/2012**.

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(Signature of Principal)

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(Date)

PS 44'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. The Title I Parent Advisory Structure that is in place at PS 44 is described below.

The name of the Title I Parent Advisory Structure shall be: Parent Association (PA) of **PS 44—The Thomas C. Brown School**.

**Goals and Objectives:**

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

**Outreach to New Parent Association Members**

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

**Voting Privileges:**

Each parent of a Title I participating child/children currently attending PS 44—The Thomas C. Brown School shall be entitled to one vote concerning Title I related matters.

### ***District Representatives***

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

### ***Term of Office***

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

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

### ***Duties of District Representatives***

The Title I Chairperson shall:

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

The Title I Alternate shall:

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

### ***Title I Standing Committees (optional)***

*There shall be a Title I standing committee as part of the PTA of PS 44—The Thomas C. Brown School.*

### ***Review and Amendments to PS 44—The Thomas C. Brown School Guidance Document***

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

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

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

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Date of Distribution to the **General** Membership: **November 19, 2012cx v[]**

### **SCHOOL-PARENT COMPACT**

PS 44, The Thomas C. Brown 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  
In the Fall of 2012, Literacy blocks were implemented across all grades. These blocks are dedicated to 100 minutes of instruction in reading and writing skills and strategies each school day.
- respecting cultural, racial and ethnic differences  
PS 44 embraces the diversity of its community. We are in the second year of implementing a Dual Language program that offers instruction in Spanish and English to students in Kindergarten and Grade One. There are three goals to the program: to educate the students in the program to be bilingual, bi-literate, and bi-cultural.
- implementing a curriculum aligned to the Common Core State Learning Standards  
At PS 44, students from grades Pre-Kindergarten through Grade Five experience teacher created units of study that are aligned to the Common Core.
- offering high quality instruction in all content areas  
All of the teachers at PS 44 are teaching in their areas of certification.
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act  
All of the teachers at PS 44 meet the criteria for highly qualified teachers as delineated by NCLB.

*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  
Parent Teacher conferences are held twice a year at PS 44. In addition, parents may meet with teachers upon request at any point in the school year.
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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  
PS 44 held its Annual Title I Parent Meeting before December 1, 2012.
- 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  
PS 44 reached out to all parents regarding making the information presented at the Title I meeting accessible.
- 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  
PS 44 has a Language Translation and Interpretation Policy in effect. This policy is attached as an appendix to the CEP.
- 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  
The above issues were discussed at the Annual Title I Parent Meeting.
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact  
This process is outlined in the Title I Parent Advisory Structure that was described in the above section.
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information  
The Parent Coordinator has ensured that all parents have access to ARIS.
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year  
These documents are reviewed by the School Leadership Team, comprise part of the CEP, and are available to parents.

*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  
Several staff members are fluent in English and in Spanish. Two staff members are fluent in Arabic and in English. The Parent Coordinator also calls the translation unit for interpreters as needed.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member  
All parents are informed of the procedures to arrange an appointment with their child's teacher or other school member in writing and via Global Connect.

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities  
Both the classroom teachers and the Parent Coordinator reach out to parents regarding volunteer opportunities.
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences  
The Parent Coordinator is very active in planning activities for the parents during the school year. In addition to Parent Teacher Conferences, the Parent Coordinator organizes workshops and Parent Nights.

*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  
There is a welcome, orderly environment in place at PS 44.
- 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)  
The Parent Coordinator routinely makes herself available to parents and has an open door policy. There is a computer station in her office that is available to parents who want to check their child's progress in ARIS.
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community  
In recognition of the large Hispanic community, PS 44 sends home all school correspondence in English and in Spanish. Spanish translation is provided at all parent meetings. Global Connect is used regularly to communicate with parents.
- supporting parental involvement activities as requested by parents  
The Parent Coordinator welcomes activities initiated by parents and she works closely with the PTA.
- 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  
The Principal and the Parent Coordinator are both diligent in ensuring that Title I funds are utilized with fidelity.
- 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  
Parents are advised of this right at the Annual Title I meeting.

## **II. Parent/Guardian Responsibilities:**

The PS 44 staff is ready to assist any parent with the following 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:**

PS 44 has a wonderful tradition in place that addresses these points. After the morning pledge of allegiance and the announcements, a student recites the school-wide pledge. The school-wide pledge addresses all of these points.

- 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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

## Part I: School ELL Profile

### A. School Information [?](#)

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

### B. Language Allocation Policy Team Composition [?](#)

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

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>832</b>	Total Number of ELLs	<b>85</b>	ELLs as share of total student population (%)	<b>10.22%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1a. PS 44R is a Pre-Kindergarten through Grade Five elementary school located in Mariner's Harbor, Staten Island. The total number of students enrolled at PS 44R including Pre-Kindergarten is 918. The number of students enrolled at PS 44R NOT including Pre-Kindergarten is 832. For the purposes of the LAP, student enrollment is considered to be 832 (this number is reflective of grades K-5). As of this writing, there are 85 students who receive English Language support services. 85 students are in the Freestanding ESL program. 14 ELLs are also in the Dual Language Program. 10.22% (85 out of 832) of the students are classified as English Language Learners (ELLs). The current ELL population at PS 44R includes students whose native languages are Spanish, Chinese, Urdu, Arabic, Niger-Congo, and an Afghan dialect.

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

In accordance with state regulations, the HLIS forms for all newly admitted students at PS 44R are reviewed by the LAB-R Coordinator to determine if the LAB-R needs to be administered. This is done almost immediately. Eligible students are administered the LAB-R within ten days of admission. Student information is updated on the ELPC function of ATS in a timely manner. Based on the results of the LAB-R, a parent orientation is scheduled as needed. In the beginning of the school year, a parent orientation takes place during September. Other parent orientations will occur throughout the year as needed. Once the HLIS forms have been reviewed and any necessary parent interviews have been conducted, the LAB-R test is administered to eligible students. Based on the results of the LAB-R, a child can be classified as beginner, intermediate, or proficient in terms of English language ability. Children who are classified as proficient are not eligible for and do not receive English language development support services. A letter is sent home to the parents/guardians of these students stating that the students were administered the LAB-R and do not qualify for English language

development support services based on their scores. Children who are classified as either beginner or intermediate are now eligible for and can receive English language development support services. These children will now be classified as "ELLs" (English Language Learners). Those children whose native language is Spanish are also administered the Spanish LAB to determine language dominance. Elba McGarry administers the Spanish LAB to students who are eligible for ESL services as determined by the LAB-R whose native language has been identified as Spanish according to the HLIS.

1b. The LAB-R Coordinator is Elba McGarry, a full-time ESL teacher. Mrs. McGarry is a certified ESL teacher who also holds a bilingual extension. Mrs. McGarry is responsible for reviewing the HLIS forms to determine eligibility to take the LAB-R. Mrs. McGarry also determines if the informal interview is necessary. She is fluent in English and Spanish. Sarah Hamilton, the Dual Language Coordinator/ELL Liaison is also a certified ESL teacher. Mrs. Hamilton can conduct the informal interview in Mandarin Chinese should the need arise.

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

Name	Speaking	Listening	Reading	Writing
Juana Doe	05/01/12	05/08/12	05/09/12	05/10/12

The checklist includes all students who are eligible to take the NYSESLAT and utilized throughout the NYSESLAT administration. As each part of the test is given, the date is written down in each box. The checklists are maintained and utilized throughout the NYSESLAT administration period. After the testing is concluded, the checklists are kept on file in Room 413, the ESL classroom.

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

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

3. The proficiency of ELLs is determined through the annual administration of the NYSESLAT. Based on the scores each student receives on the Listening, Speaking, Reading, and Writing test, each student is assigned an overall level of proficiency ranging from beginning through proficient. Students who have achieved an overall level of proficiency are no longer eligible to receive English language development support services. These students are eligible for two years of transitional support services. The parents of these students are notified by letter at the beginning of the school year. A copy of this letter is kept on file. The letter is sent home in the

student's native language and English. Parents are encouraged to contact Mrs. McGarry if they have questions. Student who have achieved an overall level of beginning, intermediate, or advanced continue to be eligible to receive English language development support services. The parents of these continuing ELLs are notified by letter at the beginning of the school year. The letter is sent home in the student's native language and English. A copy of this letter is kept on file. At the bottom of this letter there is a line for the parents to sign and return. Parents are encouraged to contact Mrs. McGarry if they have any questions. The entitlement letters are collected by Mrs. McGarry and are kept on file in Room 413, the ESL classroom.

4. At PS 44R students who have been identified as ELLs fall into two categories: there are 85 students in the Freestanding ESL program and 14 students are also in the Dual Language program. ELLs in the Dual Language program are serviced by the ESL teachers for the Freestanding ESL program. Students are placed into the Freestanding ESL program in the following ways: They test in through their scores on the LAB-R. The LAB-R discriminates between the beginning and intermediate levels. All students continuing in the Freestanding ESL program at PS 44R are in the program according to parent/guardian choice.

5. The discussion of program selection trends is confined to the following school years: 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, and the current 2012-2013 school year. In the 2007-2008 school year, a review of the parent selection forms and continued entitlement letters on file, reveals 10 ELLs were in the Bilingual Special Education class, 65 ELLs were in the Freestanding ESL program, and that 1 ELL was X-coded. In that year, there were 17 newly identified ELLs. The parents/guardians of all 17 ELLs chose the Freestanding ESL program. In the 2008-2009 school year, a review of the parent selection forms and continued entitlement letters on file reveals that 10 ELLs were in the Bilingual Special Education class, 72 ELLs were in the Freestanding ESL program, and 9 ELLs were X-coded. In that year, there were 17 newly identified ELLs. The parents/guardians of 16 ELLs chose the Freestanding ESL program. 1 parent/guardian chose a Dual Language program. When it was explained to the parent that PS 44R did not have a Dual Language program, that parent selected the Freestanding ESL program instead. In the 2009-2010 school year, a review of the parent selection forms and continued entitlement letters reveals that 7 ELLs were in the Bilingual Special Education class, 64 ELLs were in the Freestanding ESL program, and 6 ELLs were X-coded. In that year, there were 11 newly identified ELLs. The parents/guardians of 7 ELLs chose the Freestanding ESL program. The parents/guardians of 2 ELLs chose a transitional bilingual education class. These 2 ELLs were placed into the Freestanding ESL program because not enough parents chose a transitional bilingual education class as the mode of language development support services. The parents who chose a bilingual education class were informed that their children would be placed into the Freestanding ESL program instead. If 13 more parents/guardians of ELLs who share a native language choose a transitional bilingual education class as the mode of language development support services for their children, then a transitional bilingual education class would be opened. The parents were informed of the need for 15 or more parents/guardians of ELLs who share a native language to choose transitional bilingual education in order to open a class. It should be noted that the 15 ELLs must either be in the same grade or two contiguous grades. 1 parent/guardian chose a Dual Language Program. When it was explained to this parent/guardian that PS 44R did not have a Dual Language program at that time, the parent/guardian chose the Freestanding ESL program for their child. In the 2010-2011 school year, a review of the parent selection forms and continued entitlement letter reveals that 9 ELLs are in the Bilingual Special Education class, 67 ELLs are in the Freestanding ESL program, and 4 ELLs have been X-coded. There were 19 newly identified ELLs in that year. The parents/guardians of 18 ELLs chose the Freestanding ESL program. The parents/guardians of 1 ELL chose a Dual Language program. This ELL was placed in the Freestanding ESL because PS 44R did not have a Dual Language program at that time. When it was explained to this parent/guardian that PS 44R did not have a Dual Language program at that time, the parent/guardian chose the Freestanding ESL program for their child. Please note that the practice of X-coding students took place during a time when the practice was permissible. Since New York State has recently decided that the practice of X-coding ELLs is no longer acceptable, PS 44R is in compliance and no longer X-codes ELLs. In the 2011-2012 school year, a review of the parent selection forms and continued entitlement letters reveals that 5 ELLs are in the Bilingual Special Education class, 73 ELLs are in the Freestanding ESL program, and 6 ELLs are in the Dual Language Program. There are 9 newly identified ELLs this year. The parents/guardians of 6 ELLs chose the Dual Language Program. The parents/guardians of 3 ELLs chose the Freestanding ESL program. In the current 2012-2013 school year, a review of the parent selection forms and continued entitlement letters reveals that 85 ELLs are in the freestanding ESL program, and that 14 ELLs are also in the Dual Language Program. There are 17 newly identified ELLs this year. The parents/guardians of 10 ELLs chose the freestanding ESL program. The parents of 7 ELLs chose the Dual Language Program.

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

parent/guardian chose to place their child into the Freestanding ESL program at PS 44R rather than change schools. All parents/guardians were informed of the obligations of the school to open a transitional bilingual education class in the event that 15 parents/guardians of ELLs (who share a native language and are in the same grade or two contiguous grades) choose transitional bilingual education as the mode of language development support services. There is communication throughout the school year between the providers of language development support services and the parents/guardians of ELLs. Every attempt is made to place an ELL into the program that his/her parents/guardians selected. In situations where the parents/guardians' first choice cannot be honored, alternatives are discussed. All parents of Kindergarten ELLs were offered the Dual Language Kindergarten as a choice. Of the 13 Kindergarten ELLs, 7 ELLs are in the Dual Language Kindergarten. The placement of ELLs into either the freestanding ESL program, or the Dual Language program, is aligned to parent choice.

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>	2	2												4
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	2	2	2	2	2								12
<b>Push-In</b>														0
<b>Total</b>	4	4	2	2	2	2	0	0	0	0	0	0	0	16

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	65	Special Education	28
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	14	0	0	0	0	0	0	0	0	14
ESL	51	0	12	18	0	14	2	0	1	71
Total	65	0	12	18	0	14	2	0	1	85

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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	7	21	7	21															14	42
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	7	21	7	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	42

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 47

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 26

Asian: 0

Hispanic/Latino: 20

Native American: 0

White (Non-Hispanic/Latino): 1

Other: 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
Spanish	12	12	21	7	12	13								77
Chinese		2												2
Russian														0
Bengali														0
Urdu			1											1
Arabic		1	2											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1					1								2
<b>TOTAL</b>	<b>13</b>	<b>15</b>	<b>24</b>	<b>7</b>	<b>12</b>	<b>14</b>	<b>0</b>	<b>85</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. The freestanding ESL program at PS 44R is a full push-in model. The push-in component will service students in Kindergarten through Grade Five. The push-in component will also service the 14 ELLs in the Dual Language program. The push-in model of the Freestanding ESL program is heterogeneous, which means that all ELLs on the same grade will receive ESL instruction at the same time regardless of proficiency level. All beginning and intermediate ELLs in the Freestanding ESL program will receive 360 minutes of ESL instruction. All advanced ELLs will receive 180 minutes of ESL instruction from the ESL teacher and 180 minutes of ELA instruction from their classroom teacher. The language of instruction is English. While the language of instruction is English, the ESL classroom has a library that features books in both Spanish and English.

2a. To support the Freestanding ESL program, there are two full-time teachers. The two ESL teachers (Mrs. McGarry and Mrs. Somers) provide 360 minutes of ESL per week (8 periods per week) to students at the beginning and intermediate levels. The two ESL teachers provide 180 minutes of ESL (4 periods per week) to students at the advanced level. Mrs. McGarry, a full-time ESL teacher, has the following schedule.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1	PREP	PREP	Grade 4	Grade 5	Grade 3
Period 2	Grade 3	Grade 3	PREP	Grade 5	Grades 3
Period 3	Grades 5	Grade 5	Grade 5	Grade 3	Grade 4

## A. Programming and Scheduling Information

Period 4	LUNCH	Grade 5	Grade 5	Grade 4	PREP
Period 5	PREP	LUNCH	LUNCH	LUNCH	LUNCH
Period 6	Grade 4	Grade 4	Grade 3	Grade 3	Grade 4
Period 7	Grade 4	Grade 4	Grade 3	PREP	Grade 5

Mrs. Somers, a full-time ESL teacher, has the following schedule.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1	Grade 1	Kindergarten	Grade 1	PREP	Kindergarten
Period 2	Grade 1	Kindergarten	Grade 2	Grade 1	Grade 1
Period 3	Grade 2	Grade 1	Grade 2	Kindergarten	Grade 1
Period 4	PREP	PREP	PREP	LUNCH	PREP
Period 5	LUNCH	LUNCH	LUNCH	Grade 2	LUNCH
Period 6	Kindergarten	Grade 2	Kindergarten	PREP	Grade 2
Period 7	Kindergarten	Grade 2	Kindergarten	Grade 1	Grade 2

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

2b. In Kindergarten, Mrs. Rodriguez and Mrs. Jimenez provide all of the students in the Kindergarten Dual Language program with the requisite amounts of language instruction. Mrs. Rodriguez provides at least 60 minutes of Native Language instruction per day. Mrs. Jimenez provides at least 60 minutes of English Language Arts instruction per day. Mrs. Lorentzen and Ms. Torre provide all of the students in the Grade One Dual Language program with the requisite amounts of language instruction. Mrs. Lorentzen provides at least 60 minutes of Native Language instruction per day. Ms. Torre provides at least 60 minutes of English Language Arts instruction per day. The ELLs in the Dual Language Program are either beginning or intermediate level and receive 360 minutes of ESL instruction per week from Mrs. Somers (the ESL teacher).

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

The Freestanding ESL program features instruction that is designed to meet the needs of the individual needs of the students. Differentiated instruction is particularly important since the ELLs are heterogeneously grouped. Scaffolding methods such as "Sensational Sentences", the increased use of visuals, personalized word walls, and "Think-Pair-Share" will be utilized to support the development of academic language. Bilingual dictionaries are available in the school library as a native language resource for content area instruction. There are also native language books available in the school library. The ESL teachers provide content area support by providing the

## A. Programming and Scheduling Information

ELLs with strategies they can use to understand concepts in science, social studies, and math.

In the Dual Language Program, Everyday Math is used in the English classroom and Matemáticas Diarias is used in the Spanish classroom. Harcourt Social Studies is used for Social Studies instruction in English and the parallel curriculum is used for Social Studies instruction in Spanish. Harcourt Science is used for science instruction in English and the parallel Spanish curriculum is used for science instruction in Spanish. The students in the Dual Language Program receive instruction in Spanish from Mrs. Rodriguez (Kindergarten) or from Mrs. Lorentzen (Grade One) and they receive instruction in English from Mrs. Jimenez (Kindergarten) or from Ms. Torre (Grade One). Students in the Dual Language program receive instruction in Health (English), in Music (English and Spanish), and in gym (English).

4. PS 44R has a growing Dual Language program. This program features instruction in English and Spanish. In order to appropriately evaluate the native language of the ELLs (Spanish) PS 44R is participating in the Estrellitas pilot study. Estrellitas is a Spanish reading program that features both formal and informal literacy assessments. Villa Cuentos is the Spanish counterpart to Storytown, and Villa Cuentos is in place in the Dual Language program. Villa Cuentos features on-going assessment.

5a. PS 44R does not currently have any SIFE students. The plan for a SIFE student is this: (1) grade-level and age appropriate placement, (2) identification as an ELL, (3) parent choice of program, and (4) instructional strategies geared towards newcomers. A SIFE student needs a lot of support in order to have access to an education. The guidance counselor and the ESL teacher will work with the classroom teacher to create an individualized plan to help the student.

5b. To meet the diverse needs of the ELLs, CALLA (Cognitive Academic Language Learning Approach) will be used. This approach is uniquely suited to the diverse needs of ELLs at PS 44R. For ELLs receiving no more than three years of language development support services, CALLA is vital to developing social, strategic listening skills while developing academic language skills. ELLs in this category face a double challenge because these students are expected to develop both the social language they need to function within their community and these students are expected to develop academic language in time to take the required New York State ELA and Math tests.

5c. For ELLs receiving four to six years of language development support services, CALLA can be adapted to help the students develop more sophisticated content vocabulary and more complex written skills.

5d. The long-term ELLs who have received more than six years of language development support services have had tremendous difficulty in acquiring reading and writing skills. An initial evaluation of these students' records show that both students are ELLs-SWDs. This will be the seventh year of ESL for both students. It is possible that these students have cognitive issues in addition to poor written language development. For these students, a series of needs assessments should take place. In terms of ESL instruction, the ESL teachers will evaluate the students to determine the greatest areas of weakness.

6. ELLs who are also identified as SWDs have IEPs. These IEPs are reviewed by Elba McGarry and Sarah Hamilton to ensure that these students receive mandated services according to their IEPs. Both Mrs. McGarry and Mrs. Hamilton have access to SESIS and can look at student IEPs. ELLs-SWDs are placed into the freestanding ESL program according to their IEPs. For ELLs who have also been identified as SWDs, the written language skills (reading and writing) remain a huge challenge. The biggest difficulty in terms of reading is stamina. The ESL teachers will be focusing on ways to develop greater concentration and stamina when reading academic content. The bigger difficulty in terms of writing is the ability to receive information, think about the information critically, and then write a coherent response. This population of students has a wealth of ideas that get lost in between their minds and their written responses. The ESL teachers will be focusing on strategies that will enable the students to read about a topic, think about a topic, and write about a topic in an organized way. CALLA is suited to the needs of these students through the intensive use of graphic organizers.

7. PS 44R has an array of strategies in place to allow for the diverse needs of ELLs-SWDs to be met within the least restrictive environment. ELLs-SWDs receive a range of services in accordance with their IEPs. There are ELLs-SWDs who are placed into self-contained special education classes, into Integrated Collaborative Teaching (ICT) classes and receive SETSS services. In all situations, the student is placed into the least restrictive environment possible. PS 44R embraces the philosophy of placing SWDs into the least restrictive environment. Students are offered services through SETTS, then placement in a CTT class, and finally placement in a self-contained class after other, less restrictive options have been explored. Where appropriate, mainstreaming into math and literacy lessons is

## A. Programming and Scheduling Information

utilized. In the freestanding ESL program, general education and special education students are serviced together.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

9. At PS 44R there are 8 students who reached proficiency on the Spring 2012 administration of the NYSESLAT. All 8 students are entitled to two years of transitional support. For the second grade student who reached proficiency, transitional support will be available through participation in the extended day program. For the fourth and fifth grade students who reached proficiency, transitional support will be available through extended time provided on the ELA, Math, and Science tests, as well as focused, small-group instruction. These students will also be provided with additional support through participation in the Title III program. All former ELLs are eligible for an extension of time (time and a half) on the state ELA, math, and science tests.

10. For the 2012-2013 school year, the Freestanding ESL program has made the transition to a full push-in model. In addition to Kindergarten and Grade One, the push-in component is currently being implemented in Grade Two and Grade Three. There is a Dual Language Program in Kindergarten and in Grade One. Interested readers are referred to the schedules for Mrs. McGarry and Mrs. Somers that appear in section 2a on page 9 of this document. Interested readers are also referred to the schedules for Mrs. Jimenez, Mrs. Rodriguez, Mrs. Lorentzen, and Ms. Torre that appear in section 3 of this document.

11. The Bilingual Special Education class has been discontinued at PS 44R due to the changing needs of the students and a move toward less restrictive placements.

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

programs. Virtual Y and UAU are enrichment programs that provide the students with a variety of activities, including arts and crafts. The funding source for these programs is derived from a variety of outside sources. All programs include ELLs among their students. Whenever a program is offered at PS 44R, every effort is made to ensure that ELLs' participation is welcomed.

13a. The following technological support for ELLs is in place: Laptops are available in the ESL classroom, smart boards are used throughout the school, the school has a state-of-the-art computer lab, students receive instruction in computers, overhead projectors are available throughout the school, and a variety of computer-based instructional materials are utilized. In the pull-out component of the ESL program, Rosetta Stone is used to support the development of oral language and Lexia is used to support the development of written language.

13b. In Kindergarten through Grade Two, Everyday Math is the math curriculum of choice. In grades Three, Four and Five, Go Math is the math curriculum of choice. Harcourt Science is the science curriculum that is available to all of the grades. In addition to the science instruction provided by the classroom teachers, there is a lower grade science cluster teacher and an upper grade science cluster teacher. Harcourt Social Studies is the Social Studies curriculum that is available to all of the grades. In addition to the Social Studies instruction provided by the classroom teachers, there is a lower grade Social Studies cluster teacher.

14. Native language support varies according to the type of program model. In the Freestanding ESL program, native support is present through access to Spanish language books. There is always native language support available to the students. In the Dual Language program, instruction takes place in both Spanish and English. The split between Spanish and English is roughly 50% Spanish and 50% English. The Dual Language program features a full Spanish language curriculum in literacy (Villa Cuentos and Estrellitas), science, Social Studies, and Math (Matematicas Diarias).

15. Both program models provide age appropriate and grade appropriate services for ELLs. For ELLs in the lower grades, the instructional focus is on building a strong foundation in terms of literacy skills. In the upper grades, the instructional focus is on providing ELLs with the content area skills required for academic success. The Kindergarten Dual Language Program follows the Kindergarten curriculum. The Grade One Dual Language program follows the Grade One curriculum.

16. Any identification of newly enrolled ELL students prior to the beginning of the school year is tentative at best. Newly enrolled ELLs are not identified until the LAB-R is administered once the school year had begun. During this time of fiscal austerity, the resources of PS 44R are focused on providing services to ELLs-SWDs over the summer to raise academic achievement.

17. There are no language electives offered at PS 44R at this time.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here 1.

Each of the teachers in the Dual Language program is responsible for instruction in math, literacy, social studies, and science. Mrs. Jimenez (K-113) is responsible for English instruction. Mrs. Rodriguez (K-112) is responsible for Spanish instruction. Thus Mrs. Jimenez will teach math, literacy, social studies, and science in English to all of the students enrolled in the Dual Language Kindergarten program. Mrs. Jimenez will teach in English to her class (K-113) and to Mrs. Rodriguez's class (K-112) on alternate days. Mrs. Rodriguez will teach in Spanish to her class (K-112) and to Mrs. Jimenez's class (K-113) on alternate days. This pattern is continued in Grade One. Ms. Torre (1-91) is responsible for English instruction. Mrs. Lorentzen (1-89) is responsible for Spanish instruction. Thus, Ms. Torre will teach math,

literacy, social studies, and science in English to all of the students enrolled in the Dual Language Grade One program. Ms. Torre will teach English to her class (1-91) and to Mrs. Lorentzen's class (1-89) on alternate days. Mrs. Lorentzen will teach in Spanish to her class (1-89) and to Ms. Torre's class (1-91) on alternate days. For native English speakers (EPs) and for native Spanish speakers (ELLs), 50% of the instruction is in English and 50% of the instruction is in Spanish. All students spend roughly equal amounts of time learning in their native language and in their target language. Parallel curriculums in English and Spanish are in place to facilitate the delivery of instruction in both languages.

2. In the Dual Language Program, EPs and ELLs are integrated for the majority of the instructional day. Mrs. Jimenez has 13 native Spanish speakers (ELLs) and 12 native English speakers (EPs) in her class. Mrs. Rodriguez has 13 native Spanish speakers (ELLs) and 12 native English speakers (EPs) in her class. Ms. Torre has 13 native Spanish speakers (ELLs) and 12 native English speakers (EPs) in her class. Mrs. Lorentzen has 10 native Soanish speakers (ELLs) and 11 native English speakers (EPs) in her class. Because emergent literacy is taught in the child's first language, the EPs and ELLs are seprated for literacy instruction. The students are separated by native language for insruction in literacy and for ESL (English as a Second Language) and SSL (Spanish as a Second Language).

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

Mrs. Jimenez, English (K-113)

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

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

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

In the Dual Language Grade One program, Ms. Torre welcomes students into a classroom that is print-rich in English. Mrs. Lorentzen welcomes students into a classroom that is print-rich in Spanish. A sample schedule for Ms. Torre (1-91) appears below:

	MON (1-91)	TUE (1-89)	WED (1-91)	THU (1-89)	FRI (1-91)
Period 1	Morning Routines				
Period 2	Literacy	Literacy	Literacy	Literacy	Literacy
Period 3	Literacy	Literacy	Literacy	Literacy	Literacy
Period 4	Math	PREP (Science)	Math	PREP (Science)	Math
Period 5	Social Studies	Math	PREP (Gym)	Math	PREP (Health)
Period 6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 7	PREP (Science)	Social Studies	Social Studies	Social Studies	Social Studies

A sample schedule for Mrs. Lorentzen, Spanish (1-89) appears below:

	MON (1-89)	TUE (1-91)	WED (1-89)	THU (1-91)	FRI (1-89)
Period 1	PREP (Science)	Morning Routines	Morning Routines	Morning Routines	Morning Routines
Period 2	SSL	Reading	Reading	Reading	SSL
Period 3	Writing	Writing	Writing	Writing	Writing
Period 4	Morning Routines	PREP (Health)	Math	PREP (Health)	Math
Period 5	Math	Math	PREP (Science)	Math	PREP (Science)
Period 6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 7	Social Studies				

4. A side by side model is used in the Dual Language program. PS 44R has two Kindergarten and two Grade One Dual Language classes via the side by side model. The side by side model allowed PS 44R to have two dual language classes rather than just one dual language class. on each grade This means that a cohort of 50 students learning two languages is possible rather than one class of 25 students. In Grade One, a cohort of 64 students is possible. The idea is to open the Dual Language program to as many students as possible.

5. Emergent literacy is taught in the child's native language first, and then in the child's second language. PS 44R has adopted this sequential model for literacy in the Dual Language program.

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here.

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

Professional development for teachers who work with ELLs will be offered at PS 44R. PS 44R will offer professional development that embodies a constructivist approach, collaborative teaching, and reflective practice. The professional development to be offered at PS 44R will target cluster teachers and classroom teachers that have a significant number of ELLs. A total of ten hours of in-house professional development will be provided in February, March, April, May, and June. Sarah L. Hamilton, the Dual Language Program Coordinator/ELL Liaison, will provide the in-house professional development. Research articles regarding text complexity will be provided to select faculty members. Among the topics to be covered are: An Introduction to Text Complexity, Text Complexity and Vocabulary Development, Text Complexity and Literature, Text Complexity and Content Area Reading, and Implications for Text Complexity for Writing. Attention will also be paid to the instructional strategies for ELLs that are also effective for students with disabilities (SWDs).

The school wide calendar reflects the variety of professional development around providing high-quality instruction to ELLs that staff members at PS 44R have been engaged in during the 2012-2013 year. The calendar includes past, present, and future professional development aimed at teachers of ELLs. Mrs. Garry and Mrs. Somers have attended three off-site workshops: Reading and Writing Non-Fiction: Instructional Implications for ELLs (October 10, 2012), Co-Teaching for K-5 English Language Learners (November 20, 2012), and Demystifying ELL Data (January 14 and January 15, 2013).

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

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

## E. Parental Involvement

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

Paste response to questions 1-4 here 1.

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

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

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

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

3. The Parent Coordinator has created a survey that was sent to each parent at the beginning of the school year. This survey serves as a needs analysis for the Parent Coordinator and enables her to organize activities that are meaningful to the parents. Parents are asked to indicate whether or not they were interested in a topic. Parents are able to choose as many topics as they want. Based on the results of this survey, the Parent Coordinator has planned a series of workshops, family nights, and outreach programs. Topics on the Parent Survey include: (1) Information and Resources, (2) Family Fun Nights, (3) Fostering Self-Esteem/Bullying/Sibling Rivalry, (4) The ABCs of Test Taking, (5) Using Technology to Support Academic Achievement, (6) Health and Safety, (7) Adult Computer Classes, (8) Special Education/ Understanding your Child's IEP, (9) Health and Wellness/Stress Management/Yoga, (10) GED/ESL Classes, (11) Parent/Child Book of the Month Club, (12) Literacy and Academic Strategies, and (13) Trips to Cultural Places.

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	12	8	3	1	4								35
Intermediate(I)	0	3	6	2	4	4								19
Advanced (A)	6	0	10	2	7	6								31
Total	13	15	24	7	12	14	0	0	0	0	0	0	0	85

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	2	1	0	1	1							
	I	0	7	1	0	0	0							
	A	0	4	18	2	5	4							
	P	0	1	1	5	6	7							
READING/ WRITING	B	0	10	7	1	1	1							
	I	0	4	4	4	4	6							
	A	0	0	6	2	7	6							
	P	0	0	4	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	5	1	0	11
4	7	6	0	0	13
5					0
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		5		1		1		11
4	6		7		0		0		13
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		3		6	0			12
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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**

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

Paste response to questions 1-6 here

1. PS 44R uses TCRWP Running Records for all students in grade K through grade 2 as an assessment of early literacy skills in English. In the Dual Language program the TCRWP Running Records are administered in Spanish as well as in English.

TABLE A: TCRWP English Administration: Winter 2012  
(Winter 2012 Scores Reported, Students' Grade in 2012-13 Represented)

	Level Early Emergent	Level A	Level B	Level C	Level D	Level E	Level F	Level G	Level H	Level I	Level J
Level K											
K	12	0	0	0	0	0	0	0	0	0	0
1	4	1	6	2	1	0	0	0	0	0	0
2	0	1	1	4	3	4	2	0	4	1	0

In Table A, the Winter 2012 test scores for English literacy are reported. The students' grade in 2012-2013 (the current school year) is represented. All of the ELLs in Kindergarten are reading an an early emergent level. On Grade One, 4 ELLs are reading on the early

emergent level. One ELL is reading at a Level A. 6 ELLs are reading at a Level B. 2 ELLs are reading at a level C. One ELL is reading at a Level D. On Grade Two, no ELLs are reading on the early emergent level. One ELL is reading at a Level A. One ELL is reading at a Level B. 4 ELLs are reading at a Level C. 3 ELLs are reading at a Level D. 4 ELLs are reading at a Level E. 2 ELLs are reading at a Level F. There are no ELLs reading at a Level G. 4 ELLs are reading at a Level H. One ELL is reading at a Level I. There are no ELLs reading at a Level J. 2 ELLs are reading at a Level K. The main instructional implication based on these scores is that ELLs need targeted support for mastering fundamental reading skills.

TABLE B: TCRWP Spanish Administration: Winter 2012  
(Winter 2012 Scores Reported, Students' Grade in 2012-2013 Represented)

	Level Early Emergent	Level A	Level B	Level C	Level D
K	50	0	0	0	0
1	29	6	3	5	5

In Table B, the Winter 2012 test scores for Spanish literacy are reported. The students' grade in the current school year is represented. In Kindergarten, all 50 ELLs are reading in Spanish at the early emergent level. On Grade One, 29 ELLs are reading in Spanish at the early emergent level. 6 ELLs are reading at a Level A in Spanish. 3 ELLs are reading at a Level B in Spanish. 5 ELLs are reading at a Level C in Spanish. 5 ELLs are reading at a Level D in Spanish. The main instructional implication based on these scores is that this particular group of ELLs needs targeted support for mastering fundamental reading skills in their native language. Mastery of reading skills in the native language will transfer to mastery in reading skills in English.

2. TABLE C: FALL 2012 LAB-R ADMINISTRATION  
(FOR INCOMING STUDENTS IN THE 2012-2013 SCHOOL YEAR)

Grades in 2012-2013	Level	# of ELLs	Raw Score Range
K	Beginning/Intermediate	7	0-17
K	Advanced	6	18-26
2	Beginning/Intermediate	3	0-3
2	Advanced	1	44
5	Beginning/Intermediate	1	0

Table C displays the results of the Fall 2012 LAB-R administration. The LAB-R was given to eligible newly enrolled students at PS 44R. As of this writing, there were 13 eligible newly enrolled students in Kindergarten. Of the Kindergarteners who took the LAB-R, 7 tested at the beginning/intermediate level. Their raw scores range from 0-17. 6 Kindergartners tested at the advanced level. The raw score ranged from 18-26. Of the second graders who took the LAB-R, 3 tested at the beginning/intermediate level. Their raw scores ranged from 0-3. One second grader tested at the advanced level with a raw score of 44. The fifth grader who took the LAB-R tested at the beginning/intermediate level with a raw score of zero. The main instructional implication is that the majority of newly enrolled ELLs require eight periods of ESL instruction per week in fundamental language skills.

3. TABLE D: SPRING 2012 NYSESLAT ADMINISTRATION  
(SPRING 2012 Scores Reported, Students Current Grade in 2012-2013 Represented)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Beginner (B)	12	8	3	1	3	27
Intermediate (I)	3	6	2	4	4	19
Advanced (A)	0	10	2	7	6	25
Total Tested	15	24	7	12	13	71

Table D displays the general proficiency levels of the ELLs. In this table, ELLs are assigned one proficiency level that encompasses both their oral and their written language development. In the current school year, there are 15 first grade ELLs. 12 ELLs are classified as beginners, 3 ELLs are classified as intermediate, and no ELLs are classified as advanced. There are 24 second grade ELLs. 8 ELLs are classified as beginners, 6 ELLs are classified as intermediate, and 10 ELLs are classified as advanced. There are 7 third grade ELLs. 3 ELLs are classified as beginners, 2 ELLs are classified as intermediate, and 2 ELLs are classified as advanced. There are 12 fourth grade ELLs. One ELL is classified as a beginner, 4 ELLs are classified as intermediate, and 7 ELLs are classified as advanced. There are 13 fifth grade ELLs. 3 ELLs are classified as beginners, 4 ELLs are classified as intermediate, and 6 ELLs are classified as advanced. The Spring 2012 scores are reported but the students' current grades in 2012-2013 are represented in the tables.

After reviewing the Fall 2012 LAB-R administration and the Spring 2012 NYSESLAT administration, there is a fairly even division of students into the beginner, intermediate, and advanced levels. There are 27 ELLs at the beginner level. There are 19 ELLs at the intermediate level. There are 25 ELLs at the advanced level.

Scores for the 2012 Spring NYS English Language Arts test were reported. The students' grade in 2011-2012 (the previous school year) is represented. Among third grade ELLs, 5 ELLs scored a level one. 5 ELLs scored a level two. 1 ELL scored a level three. No ELLs scored a level four. Among fourth grade ELLs, 7 ELLs scored a level one. 6 ELLs scored a level two. No ELLs scored a level three. No ELLs scored a level four. The weakness in written language as indicated from the NYSESLAT modality analysis is also apparent in the results of the ELA. Clearly as ELLs advance in grade levels, the demands placed on their written language skills increase. A strong implication for instruction is to focus on strengthening written language development.

Scores for the Spring 2012 NYS Math test were reported. The students' grade in 2011-2012 (the previous school year) is represented. Among third grade ELLs, 4 ELLs scored a level one. 5 ELLs scored a level two. One ELL scored a level three. One ELL scored a level four. Among fourth grade ELLs, 6 ELLs scored a level one. 7 ELLs scored a level two. No ELLs scored a level three. No ELLs scored a level four. A

Scores for the Spring 2012 NYS Science test were reported. The students' grades in 2011-2012 (the previous school year) is represented. Among fourth grade ELLs, 3 ELLs scored a level one. 3 ELLs scored a level two. 6 ELLs scored a level three. No ELLs scored a level four. An obvious instructional implication based on these scores is that ELLs need more scaffolding in introducing scientific concepts.

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

3. The success of the language development program at PS 44R is evaluated based on the year to year progress that ELLs demonstrate on the NYSESLAT. The following tables will show the progress that ELLs have made on the NYSESLAT. Progress was evaluated in two ways. The first form of evaluation is a comparison in overall proficiency levels. The second form of evaluation is an analysis of progress within the same proficiency level. Only ELLs with a NYSESLAT score from the Spring 2012 and Spring 2011 administration were considered for this type of analysis.

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

Among first grade ELLs, in the listening and speaking modality aggregate, 2 ELLs are classified as beginners. 7 ELLs are classified as intermediate. 4 ELLs are classified as advanced. 1 ELL is classified as proficient. In the reading and writing modality aggregate, 10 ELLs are classified as beginners. 4 ELLs are classified as intermediate. No ELLs are classified as advanced. No ELLs are classified as proficient. As a whole, the first graders' oral language development is more advanced than their written language development.

Among second grade ELLs in the listening and speaking modality aggregate, 1 ELL is classified as a beginner. 1 ELL is classified as intermediate. 18 ELLs are classified as advanced. 1 ELL is classified as proficient. In the reading and writing modality aggregate, 7 ELLs

are classified as beginners. 4 ELLs are classified as intermediate. 6 ELLs are classified as advanced. 4 ELLs are classified as proficient. For the majority of the second graders, their oral language development is more advanced than their written language development.

Among third grade ELLs in the listening and speaking modality aggregate, No ELLs are classified as beginning. No ELLs are classified as intermediate. 2 ELLs are classified as advanced. 5 ELLs are classified as proficient. In the reading and writing modality aggregate, 1 ELL is classified as beginning. 4 ELLs are classified as intermediate. 2 ELLs are classified as advanced. No ELLs are classified as proficient. For the third graders, their oral language development is more advanced than their written language development.

Among fourth grade ELLs in the listening and speaking modality aggregate, 1 ELL is classified as beginning. No ELLs are classified as intermediate. 5 ELLs are classified as advanced. 6 ELLs are classified as proficient. In the reading and writing modality, 1 ELL is classified as beginning. 4 ELLs are classified as intermediate. 7 ELLs are classified as advanced. No ELLs are classified as proficient. For the fourth graders, their oral language development is more advanced than their written language development.

Among fifth grade ELLs in the listening and speaking modality aggregate, 1 ELL is classified as beginning. No ELLs are classified as intermediate. 4 ELLs are classified as advanced. 7 ELLs are classified as proficient. In the reading and writing modality aggregate, 1 ELL is classified as beginning. 6 ELLs are classified as intermediate. 6 ELLs are classified as advanced. No ELLs are classified as proficient. For the fifth graders, their oral language development is more advanced than their written language development.

TABLE E: ELLs MOVING FROM OVERALL BEGINNING TO OVERALL INTERMEDIATE PROFICIENCY  
(Comparison between Spring 2011 and Spring 2012) NYSESLAT Scores)

Grade in 2012-2013	Number of ELLs
Grade 2	2
Grade 4	2
Grade 5	3

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

TABLE F: MOVING FROM OVERALL INTERMEDIATE TO OVERALL ADVANCED PROFICIENCY  
(Comparison between Spring 2011 and Spring 2012 NYSESLAT Scores)

Grade in 2012-2013	Number of ELLs
Grade 2	7
Grade 4	4
Grade 5	2

Table F shows movement from an overall intermediate level to an overall advanced level on the NYSESLAT. In grade two, 7 ELLs went from intermediate to advanced. In grade four, 4 ELLs went from intermediate to advanced. In grade five, 2 ELLs went from intermediate to advanced.

TABLE G: ELLs MOVING FROM OVERALL BEGINNING TO OVERALL ADVANCED  
(Comparison between Spring 2011 and Spring 2012 NYSESLAT Scores)

Grade in 2012-2013	Number of ELLs
Grade 2	2
Grade 3	1

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

beginning to advanced. In Grade 3, 1 ELL went from beginning to advanced.

**TABLE H: ELLs ACHIEVING OVERALL PROFICIENCY**  
(Comparison between Spring 2011 and Spring 2012 NYSESLAT Scores)

Grade in 2012-2013	Overall NYSESLAT Level in 2012	Overall NYSESLAT Level in 2011	Total Number of ELLs
Grade 2	P	A	1
Grade 3	P	A	1
Grade 4	P	I	1
Grade 4	P	A	3
Grade 5	P	A	1

Table H shows movement toward overall proficiency on the NYSESLAT. These are the students who have passed the NYSESLAT and who no longer receive language development support services. These students will receive transitional services for two years. One grade 2 student was at the intermediate level based on the 2011 NYSESLAT score and achieved overall proficiency based on the 2012 NYSESLAT score. One grade 3 student was at the advanced level based on the 2011 NYSESLAT score and achieved overall proficiency based on the 2012 NYSESLAT score. One grade 4 student was at the intermediate level based on the 2011 NYSESLAT score and achieved overall proficiency based on the 2012 NYSESLAT score. Three grade 4 students were at the advanced level based on the 2011 NYSESLAT score and achieved overall proficiency based on the 2012 NYSESLAT score. One grade 5 student was at the advanced level based on the Spring 2011 NYSESLAT score and achieved overall proficiency based on the 2012 NYSESLAT score.

The success of the language development support programs at PS 44R has been evaluated in terms of improvement in overall proficiency levels in Tables E through H as described above. A total of seven students achieved overall proficiency in English and were able to pass the NYSESLAT (Table H). A total of seven ELLs moved from an overall level of beginning to an overall level of intermediate (Table E). A total of 13 ELLs moved from an overall level of intermediate to an overall level of advanced (Table F). A total of three ELLs moved from an overall proficiency level of beginning to an overall level of advanced (Table G). Movement from one overall proficiency level to a different proficiency level is the first form of evaluation.

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

**TABLE I: IMPROVEMENT WITHIN THE SAME OVERALL PROFICIENCY LEVEL--BEGINNING**  
(Comparison between Spring 2011 and Spring 2012 NYSESLAT Scores)

Grade in 2012-2013	Raw Score Point Gain 1-10 Points	Raw Score Point Gain 11-20 Points	Raw Score Point Gain 21+ Points	Total Number of ELLs
Grade 2	1	2	1	4
Grade 3	0	0	1	1
Grade 5	0	2	0	2

Table I shows improvement within the beginning proficiency level of the NYSESLAT. Among grade two ELLs, one ELL gained between 1 and 10 points on his/her raw score. Two ELLs gained between 11 and 20 points of his/her raw score. One ELL gained at least 21 points on his/her raw score. In grade three, one ELL gained at least 21 points on his/her raw score. In grade five, one ELL gained between 11 and 20 points on his/her raw score. A total of seven ELLs made progress within the beginning proficiency level on the NYSESLAT.

**TABLE J: IMPROVEMENT WITHIN THE SAME OVERALL PROFICIENCY LEVEL\_\_INTERMEDIATE**  
(Comparison between Spring 2011 and Spring 2012 NYSESLAT Scores)

Grade in 2012-2013	Raw Score Point Gain 1-10 Points	Raw Score Point Gain 11-20 Points	Raw Score Point Gain 21+ Points	Total Number of ELLs
Grade 4	1	0	0	1
Grade 5	0	0	1	1

Table J shows improvement within the intermediate proficiency level of the NYSESLAT. Among grade four ELLs, one ELL gained between 11 and 20 points on his/her raw score. In grade five, one ELL gained at least 21 points on his/her raw score. A total of two ELLs made progress within the intermediate proficiency level on the NYSESLAT.

TABLE K: IMPROVEMENT WITHIN THE SAME OVERALL PROFICIENCY LEVEL-ADVANCED  
(Comparison between Spring 2011 and Spring 2012 NYSESLAT Scores)

Grade in 2012-2013	Raw Score Point Gain 1-10 Points	Raw Score Point Gain 11-20 Points	Raw Score Point Gain 21+ Points	Total Number of ELLs
Grade 2	1	0	0	1
Grade 3	1	0	0	1
Grade 4	2	0	0	2
Grade 5	4	0	0	4

Table K shows improvement within the advanced proficiency level of the NYSESLAT. In grade two, one ELL gained between 1 and 10 points on his/her raw score. In grade three, one ELL gained between 1 and 10 points on his/her raw score. In grade four, two ELLs gained between 1 and 10 points on his/her raw score. In grade five, four ELLs gained between 1 and 10 points.

The success of language development programs at PS 44R has been evaluated in terms of improvement within a proficiency level in Tables I through K. A total of seven ELLs showed improvement within the beginning level of the NYSESLAT (Table I). A total of two ELLs showed improvement within the intermediate level of the NYSESLAT (Table J). A total of four ELLs showed improvement within the advanced level of the NYSESLAT (Table K). Movement within the same proficiency level is the second form of evaluation.

4a. As has been stated throughout this report, ELLs in the freestanding ESL program have weaker written language development and stronger oral language development. This is a pattern that is seen in all grades. Ways to address the weaknesses in written language development have been described above. The results of the ELL Periodic Assessments are used to align instruction to the students' needs, to differentiate instruction among the students, and to write individual learning goals for the students. Mrs. McGarry and Mrs. Somers consistently monitor the progress of the ELLs in the freestanding ESL program.

The development of literacy in Spanish for students in the Dual Language Program is monitored by Mrs. Rodriguez (K-112) and by Mrs. Lorentzen (1-89). The development of literacy in English for students in the Dual Language Program is monitored by Jennifer Jimenez (K-113) and by Ms. Torre (1-91).

4b. Mr. Miller and Dr. Morrison also track the progress of ELLs and of ELLs-SWDs via ARIS. Mr. Miller, Dr. Morrison, and Mrs. Hamilton utilize the results to tailor instruction to meet the needs of these students.

5. English proficient students (native English speakers) are assessed in Spanish through the Estrellitas reading program and through ongoing assessments in TCRWP. As of this writing, the native language English speakers have been evaluated for the point of entry into the Estrellitas program. The level of language proficiency in Spanish is still quite low for native English speakers. This is reflective of the fact that these students are in Kindergarten or Grade One and are at the beginning of the Dual Language program; it is expected that their Spanish language proficiency will increase. These students will not face formal state testing until they are in the third grade. There is however, preliminary benchmark data to report from the Estrellitas Fall 2012 administration. This test administration was given to all of the Kindergarten and Grade One students in the Dual Language Program. Table L below reveals the following trend.

TABLE L: Fall 2012 Estrellitas Benchmark Administration

Grade 2012-2013	Sonidos				Silabas	Palabras	Oraciones	Silabas	Silabas	Palabras	Silabas	Silabas	Palabras
	0-7	8-14	15-21	22-28	con 'a'	con 'a'	con 'a'	con 'e'	con 'a-e'	con 'a-e'	con 'i'	'a-e-i'	'a-e-i-o'
Kindergarten	31	10	5	1									
Grade One	0	0	0	29	3	1	1	1	1	1	1	1	1

The majority of Kindergartners are at the very beginning of acquiring literacy in Spanish. Thirty-one students were able to correctly identify the sound for less than seven letters. Ten students were able to correctly identify between eight and fourteen sounds. Five students were able to correctly identify between fifteen and twenty-one sounds. One student was able to correctly identify 22 sounds. Grade One students are in various stages of acquiring literacy in Spanish. While the majority of grade one students are mastering the letter-sound correspondence for Spanish, 11 students are on their way to reading in Spanish.

6. At PS 44R, the freestanding ESL program and the Dual Language Program will be evaluated utilizing the Program Evaluation Toolkit. The Toolkit is available from [www.cal.org/twi/guiding\\_principles.htm](http://www.cal.org/twi/guiding_principles.htm). The program evaluation has seven areas of consideration. Strand One is: Assessment and Accountability. Strand Two is: Curriculum. Strand Three is: Instruction. Strand Four is: Staff Quality and Professional Development. Strand Five is: Program Structure. Strand Six is: Family and Community. Strand Seven is: Support and Results.

In conclusion, the success of the language development support program at PS 44R can be measured empirically, as described above. The success of the language development programs at P.S.44R can also be measured according to more subjective standards such as student engagement in their own education and parental involvement in their children's school. Students at P.S. 44R are encouraged to be active participants in their own learning. Both the bilingual special education class and the freestanding ESL program strive to give ELLs the tools they need to be successful in academics and within the school community. Parents at P.S. 44R are encouraged to become involved with their children's education. It is hoped that the partnership between teachers, students, and parents will continue to contribute to the success of the language development support programs at P.S. 44R.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Thomas C. Brown

**School DBN:** 31R044

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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**School Name: Thomas C. Brown****School DBN: 31R044****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph A. Miller	Principal		1/18/13
Cynthia Bradley	Assistant Principal		1/18/13
Wonda Williams	Parent Coordinator		1/18/13
Elba McGarry	ESL Teacher		1/18/13
	Parent		1/18/13
Sonia Rodriguez/Dual Language	Teacher/Subject Area		1/18/13
Susan Somers/ESL	Teacher/Subject Area		1/18/13
	Coach		1/18/13
	Coach		1/18/13
Bennetta Amet	Guidance Counselor		1/18/13
Debra Van Nostrand	Network Leader		1/18/13
Elizabeth Morrison	Other <u>Data Specialist</u>		1/18/13
Sarah L. Hamilton	Other <u>Staff Developer</u>		1/18/13
	Other		1/18/13
	Other		1/18/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: 31R044 School Name: Thomas C. Brown

Cluster: 06 Network: Debra Van Nostrand

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

### **Part A: Needs Assessment Findings**

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

Both quantitative and qualitative methodologies were used in the analysis of the need for translation services at PS 44R. Three sources of data that inform this particular needs analysis are: (1) School Progress Report, (2) Quality Review, and (3) Learning Environment Survey. These three documents are available through the school's DOE website and are qualitative in nature. The Parent Coordinator distributed a survey to all parents at the beginning of the school year. The survey is qualitative in nature. Based on the information in the School Progress Report, the Quality Review, the Learning Environment Survey, and the Parent Survey, the largest translation need is Spanish. Of the 83 English Language Learners at PS 44R, 75 students have Spanish as a native language, 3 students have Arabic as a native language, 2 students have Mandarin Chinese as a native language, 1 student has Urdu as a native language, 1 student has Niger-Congo as a native language, and 1 student has a dialect of Afghani as a native language. The English Language Learner population at PS 44R is predominantly Spanish speaking. Clearly, the most immediate translation need is for documents to be translated from English into Spanish.

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

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

Based on events that occur throughout the school year and affect the ELL population there are three types of events that require oral

interpretation. These events are Parent Teacher Association meetings, Parent Workshops, and Open School Day/Night. The school community is aware that oral translation from English to Spanish is a necessity at these events. Oral translations from English to Arabic, Urdu, Mandarin Chinese, Niger-Congo, and the Afghani dialect are made possible via the Office of Translation. Mrs. Sarah Hamilton, the Dual Language Coordinator/ELL Liaison, can communicate basic information to the Mandarin speaking families. Mr. Ash, a paraprofessional, can provide translation to the Arabic speaking families. The Urdu speaking families have members who speak English and Urdu, and the bilingual family members translate for other members of the family. The family that speaks Niger-Congo also speaks English. The family that speaks the Afghani dialect also speaks some English. PS 44R utilizes both in-house staff members and the services of the Office of Language Translation and Interpretation to help facilitate translation and to ensure that the parents/guardians of all students are included in school events.

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

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

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

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

PS 44R will provide oral interpretations of the following languages: Spanish, Mandarin Chinese, Urdu, Arabic, Niger-Congo, and the Afghani dialect. Two primary options for language interpretation services will be utilized: (1) School staff /parent volunteers who will translate from English to another language and (2) the Parent Coordinator (Mrs. Wonda Williams) will arrange for translators in Mandarin Chinese, Urdu, Arabic, Nigher-Congo, and the Afghani dialect. These oral translation options will be available at all parent meetings and workshops. Parents are also provided with these options for individual meetings. Every effort is made to communicate with the parents in their native language.

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

PS 44R will fulfill the Chancellor's Regulations regarding parental notification requirements in the following ways: (1) the school will provide a translation of any document that contains individual specific student onformation such as consent forms and legal and disciplinary matters, etc. (2) Signs will be posted throughout the school in English, Spanish, Mandarin Chinese, Urdu, Arabic, Niger-Congo, and the Afghani dialiect as necessary. (3) The school will provide oral interpretation through telephone calls. (4) The school will provide written translation in a timely manner in Spanish, Mandarin Chinese, Urdu, Arabic, Niger-Congo, and the Afghani dialect. (5) School members will utilize the on-line translation services of the Office of Language Translation and Interpretation.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Thomas C. Brown	DBN: 31R044
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS 44R, The Thomas C. Brown School, is located in the Mariner's Harbor section of Staten Island. PS 44R is a reflection of the diverse, low-income community that it serves. The Harbor, as it is affectionately called, has always strived as a community to ensure that its students receive an excellent education. Two critical challenges facing PS 44R are: (1) many of the students are struggling to achieve proficiency in literacy, and (2) many English Language Learners are also Students with Disabilities (SWDs). The population of the school currently stands at: 832 students in grades K-5. Approximately 161 students are in Special Education. 83 students are English Language Learners served by a Freestanding ESL program. 28 students are also English Language Learners who are also Special Education students.

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

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

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

In previous years, an after school ESL Academy was offered to students in grades 2 and 3. An analysis of the Spring 2012 NYSESLAT administration reveals that ELLs in grades 3, 4, and 5 did not make substantial progress in gaining reading and writing proficiency. After a review of student data via the Title III AMAO estimator tool, it is clear that ELLs in grades 3, 4, and 5 require additional support. To address the needs of these students, two of whom have been held over, 19 of whom have a risk level of 3 or higher, and 9 of whom are long-term ELLs, the instructional focus of the after school ESL Academy will shift. The instructional focus will shift to ELLs in grades 3, 4, and 5. It is hoped that a strong foundation in written language skills will develop by strengthening the reading and writing skills of ELLs

## Part B: Direct Instruction Supplemental Program Information

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

Due to the age of these ELLs, the Title III program will be offered after school. During the regular school day, these ELLs receive instruction in English. The after-school ESL Academy will run for approximately 38 sessions (dates to be determined). Each session will run for about 90 minutes. The after-school ESL Academy will run for a total of 57 hours. The after-school ESL Academy will be staffed by two teachers. The two teachers who will be teaching the ELLs are certified in ESL. Each teacher will have a class of students. Since it is anticipated that enough ELLs will enroll in the program to fill two classes, two teachers are necessary. In the event that the after-school ESL Academy is the only instructional program in the school building after the regular school day ends, an administrator must be present. Therefore, the after-school ESL Academy will also be staffed by an administrator as needed.

The after school ESL Academy is open to all ELLs in grades 3, 4, and 5. For the 2012-2013 school year, the after school ESL Academy will feature language instruction in English. The first goal is to develop skills and strategies that these ELLs in grades 3, 4, and 5 can use to improve reading ability. The second goal is to develop skills and strategies that these ELLs can use to improve writing ability.

The after school ESL Academy will utilize the following materials to develop reading and writing proficiency: Language Proficiency Intervention Kits, Strategies for Understanding Nonfiction, and Easy to Read Biographies. All of these materials are available from Attanasio and Associates, and all of these materials are designed to support the instruction of ELLs. The Language Proficiency Intervention Kits are designed to teach reading and writing skills through content area subjects. The kits feature six copies of six different books. The multiple copies of books allow for flexibility in designing instruction to meet the needs of the students. The kits also feature strong visual and aural support. In keeping with the emphasis that the Common Core Learning Standards places on non-fiction texts, Strategies for Understanding Nonfiction is a program that will be utilized to strengthen the students' skills in reading nonfiction texts and in engaging in critical thinking about the topics presented in the texts. The goal of this program is to extend reading instruction across the curriculum. Students will also be taught to write in response to the nonfiction texts as a way to express their thinking about the topics. Easy to Read Biographies are sets of books that are biographies of a selection of prominent historical figures from around the world. Students will be exposed to these biographies as a way to further develop their skills in engaging with nonfiction texts.

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

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

## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here:

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

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

Professional development for teachers who work with ELLs will be offered at PS 44R. PS 44R will offer professional development that embraces a constructivist approach, collaborative teaching, and reflective practice. The professional development to be offered at PS 44R will target teachers that have a significant number of ELLs. A total of ten hours of professional development will be provided in December, January, February, March, May, and June. Sarah L. Hamilton, the Dual Language Program Coordinator / ELL Liaison, will provide the in-house professional development. Copies of "Text Complexity: Raising Rigor in Reading" will be provided to select faculty members.

Among the topics to be covered during the in-house PD sessions are: An Introduction to Text Complexity, Text Complexity and Vocabulary Development, Text Complexity and Literature, Text Complexity and Content Area Reading, and Implications of Text Complexity for Writing. Attention will also be paid to the instructional strategies that are also effective for Students with Disabilities (SWDs).

### Part D: Parental Engagement Activities

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

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

Begin description here:

The kick-off activity centered around parent engagement is Family Game Night. We are currently planning two Family Game Nights: one to be held during the winter months, and the other to be held

**Part D: Parental Engagement Activities**

during the spring months. The focus of each family game night will be on math and literacy games that parents can play with their children to build academic skills while having fun. The night will begin around 5:00pm and will end at 8:00pm. This activity is meant to be a fun, creative, and exciting way to generate parental engagement.

In January, March, and May, a Parent Academy will run for two hours per session. The focus of the Parent Academy in January will be on how parents can help their children with literacy skills. The focus of the Parent Academy in March will be on how parents can help their children with math skills. The focus of the Parent Academy in May will be on activities that parents can do with their children to maintain the skills their children have learned throughout the school year.

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

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$0.00	\$0.00
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software	\$0.00	\$0.00

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	\$0.00	\$0.00
Other		
<b>TOTAL</b>		