



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: CS44 DAVID FARRAGUT

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

PRINCIPAL: MELISSA HARROW

EMAIL: MHARROW2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Melissa Harrow	*Principal or Designee	
Milton Bonilla	*UFT Chapter Leader or Designee	
Nathaniel Gee	*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	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation:

School Quality Review (page 5)

- Develop teacher pedagogy to ensure that it is aligned to curriculum, engaging a variety of learners to ensure that students produce high level thinking work products. (1.2) (Quality Review 2012, pg. 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1 (Evaluation Targets, Implementation Timeline)

By June 2013, school leaders will allocate resources both fiscal and human to improve teacher effectiveness, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation.

Instructional strategies/activities

- Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
 - Key Personnel: School leaders and teachers
 - Evaluation Targets: Feedback conversations, observations
 - Implementation Timeline: By June 2013
- Partner with Teacher Effectiveness Pilot Program for support in observing and providing effective actionable feedback to teachers aligned to the Danielson framework.
 - Key Personnel: School leaders and teachers, network achievement coach, Talent Coach (September-January)
 - Evaluation Targets: Feedback conversations, observations
 - Implementation Timeline: By June 2013
- Early in the school year, school leaders ask for teachers' input on the type(s) of feedback they find most helpful.
 - Key Personnel: School leaders and teachers, network achievement coach
 - Evaluation Targets: Feedback conversations, observations
 - Implementation Timeline: By June 2013
- School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies.
 - Key Personnel: School leaders and teachers, network achievement coach, Talent Coach (September-January)
 - Evaluation Targets: Feedback conversations, observations
 - Implementation Timeline: By June 2013
- School leaders will document and track observation evidence and feedback in ARIS Learn's Talent Management system.
 - Key Personnel: School leaders and teachers, network achievement coach, Talent Coach (September-January)
 - Evaluation Targets: Feedback conversations, observations
 - Implementation Timeline: By June 2013
- School leaders will track school-wide trends based on competency ratings and plan for school-wide and differentiated professional development
 - Key Personnel: School leaders and teachers, network achievement coach, Talent Coach (September-January)
 - Evaluation Targets: Feedback conversations, observations
 - Implementation Timeline: By June 2013
- School leaders will recognize best practices and encourage teachers to share them with colleagues to improve collaboration and mutual respect amongst all

staff members

- Key Personnel: School leaders and teachers, network achievement coach, Talent Coach (September-January)
- Evaluation Targets: Feedback conversations, observations
- Implementation Timeline: By June 2013
- School leaders will conduct mid-year and end-of-year conversations for the purpose of sharing teachers progress on the Danielson framework and developing goals and next steps for teacher growth
 - Key Personnel: School leaders and teachers, network achievement coach, Talent Coach (September-January)
 - Evaluation Targets: Feedback conversations, observations
 - Implementation Timeline: By June 2013
- Teachers will work with staff developers and CS44 Achievement Coaches to reflect on current teaching practices and develop new methodologies that align with the Common Core expectations.
 - Key Personnel: School leaders and teachers, network achievement coach, Talent Coach (September-January), School Achievement Coach, Teacher Effectiveness Team
 - Evaluation Targets: Feedback conversations, observations
 - Implementation Timeline: By June 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination (Key Personnel and Resources)

- Human capital was rearranged to support this goal – administrative time was reallocated to focus on classroom observations.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

School Quality Review 2012 (pg 4-5): Further develop curricula for a variety of learners, which are aligned to key State standards for each grade to support student growth. (1.1)

- Academic tasks do not typically emphasize rigorous habits or higher order thinking skills in all grades and inconsistently engage a diversity of learners. Tasks in the fourth and fifth grades are similar to those assigned in the lower grades, and as a result upper grade student work products do not exhibit high degrees of student thinking and performance.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

By June 2013, school leaders will allocate resources both fiscal and human to work with consultants and the network to provide training for all teachers around the CIE expectation that all students in grades K-5, including students with disabilities and English Language learners, will be engaged in a minimum of 2 literacy and 2 math tasks embedded in rigorous Common Core aligned units.

Instructional strategies/activities

- Teacher teams will formally meet for 65 minute planning sessions once every eight days to plan for Common Core aligned instruction.
 - Key Personnel: Teachers, School Achievement Coach
 - Evaluation Targets: Meeting agendas, student work improvement
 - Implementation Timeline: By June 2013
- Teacher teams will meet every Thursday in Inquiry Teams to look closely at student work to continue the cycle of inquiry, making future instructional adjustments to curriculum, units of study, and lessons and developing a shared understanding of success as defined by the CCLS.
 - Key Personnel: Teachers, School Achievement Coach
 - Evaluation Targets: Meeting agendas, student work improvement
 - Implementation Timeline: By June 2013
- Teachers College professional development coaches will set up lab sites for professional development on each grade level to provide exemplars of common core aligned instruction
 - Key Personnel: Teachers, School Achievement Coach
 - Evaluation Targets: Meeting agendas, student work improvement, rubrics with feedback on student work
 - Implementation Timeline: By June 2013
- Administration will improve the quality of professional discourse with teachers regarding their professional practice through one-on-one conversations and frequent feedback after informal visits
 - Key Personnel: Teachers, Administration
 - Evaluation Targets: Classroom observations
 - Implementation Timeline: By June 2013
- Teachers will administer performance assessment tasks aligned to the Common Core, work collectively to score student work, and develop strategies to improve teaching based on assessment results
 - Key Personnel: Teachers, School Achievement Coach

- Evaluation Targets: Student work with feedback aligned to Common Core expectations, rubrics
- Implementation Timeline: By June 2013
- Teachers and administration will reflect on the process and identify teachers with exceptional student progress to learn and identify best practices
 - Key Personnel: Teachers, School Achievement Coach
 - Evaluation Targets: Student work with feedback aligned to Common Core expectations, rubrics
 - Implementation Timeline: By June 2013
- A CS44 curriculum team will be developed that provides feedback to staff members on what is working well and the next steps we must take as a school community to ensure instructional alignment and a successful transition to the Common Core.
 - Key Personnel: Teachers on Curriculum Team, School Achievement Coach, Administration
 - Evaluation Targets: Feedback on implementation of Common Core
 - Implementation Timeline: By June 2013
- Teachers will receive formative feedback from colleagues, CS44 Academic Coach, administration, network instructional staff, and TC staff developers
 - Key Personnel: Colleagues, CS44 Academic Coach, administration, network instructional staff, and TC staff developers
 - Evaluation Targets: Formative feedback on pedagogical practice
 - Implementation Timeline: By June 2013
- Teachers will work with staff developers and CS44 Achievement Coaches to reflect on current teaching practices and develop new methodologies that align with the Common Core expectations. Coaches will help facilitate conversations by providing professional development support to teachers as they work to create and implement curriculum units aligned to the CCLS
 - Key Personnel: Editure, Metamorphosis, TCRWP, School Achievement Coach, Administration, Network Support, Teachers
 - Evaluation Targets: Improved Danielson ratings, improved student performance
 - Implementation Timeline: By June 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- We have used Title 1 Fair Student Funding to support our professional development opportunities through a partnership with Teachers College Reading and Writing Project, AUSSIE, Achievement Network and Metamorphosis professional developers which will allow staff to build capacity.
 - TCRWP: We have purchased 27 on-site staff development days in which 23 teachers will participate.
 - AUSSIE: We have purchased 17 on-site staff development days in which 8 teachers will participate.
 - Achievement Network: We will have four data action planning cycles throughout the year in which 12 teachers will participate. Each action planning cycle will include a half-day of professional development and training to create data action plans.
 - Metamorphosis: We have purchased 12 on-site staff development days in which 7 teachers will participate.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation: School Quality Review 2012 (page 5):

Use on-going assessment practices and analyze student performance outcomes to adjust instructional strategies and practices at the classroom and team level. (2.2)

- Across classrooms teachers assess students through conferencing, class work and tests but inconsistently use ongoing checks for understanding, or student self-assessment, to enable teachers to make adjustments in their questioning, assignments and directions to meet student learning needs for a wide variety of learners.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, we will develop systems for continuous improvement of instruction in reading, writing, and mathematics through the implementation of four data-driven instructional plans in ELA and math for all grade 2-5 classrooms.

Instructional strategies/activities

- Teachers will administer four assessments in ELA and Math throughout the year. These assessments, provided by Achievement Network, are rigorous assessments aligned to the expectations of the Common Core, allowing us to better understand student performance relative to the CCLS
 - Key Personnel: Colleagues, CS44 Academic Coach, administration, network instructional staff, teachers, Achievement Network
 - Evaluation Targets: Four completed assessments in ELA and Math
 - Implementation Timeline: By June 2013
- In partnership with ANet, CS44 will engage in school-embedded coaching to support teacher development and improve data analysis practices, modeling and guiding gap and distractor analysis to inform action planning for re-teaching
 - Key Personnel: Colleagues, CS44 Academic Coach, administration, network instructional staff, teachers, Achievement Network
 - Evaluation Targets: Action Plans for four completed assessments in ELA and Math
 - Implementation Timeline: By June 2013
- CS44 data leadership team will meet and debrief with ANet after each assessment cycle to plan for any school-wide modifications that need to be made as a result of our assessment data.
 - Key Personnel: Colleagues, CS44 Academic Coach, administration, network instructional staff, teachers, Achievement Network, Data Leadership Team
 - Evaluation Targets: Action Plans for four completed assessments in ELA and Math
 - Implementation Timeline: By June 2013
- Administration and teacher leaders will participate in network-based events to enable collaboration, data sharing, and best practices.
 - Key Personnel: Colleagues, CS44 Academic Coach, administration, network instructional staff, teachers, Achievement Network, Data Leadership Team
 - Evaluation Targets: Attendance at network meetings
 - Implementation Timeline: By June 2013
- Administration will monitor the implementation of re-teaching plan and work with teachers to reflect on current teaching practices and develop new methodologies that align with the Common Core expectations.
 - Key Personnel: Administration, School Achievement Coach, TEP, Network Staff
 - Evaluation Targets: Classroom observations
 - Implementation Timeline: By June 2013

- An extended day program will be created at CS44 to provide targeted instruction for grades 3-5 who are at-risk (Levels 1 and 2) as well as open to students in need of additional support. Teachers will remain with their classes for 2 hours twice a week to provide additional instruction for 20 weeks. Eight teachers and one administrator are working in the after school academy and approximately 60 students are participating.
 - Key Personnel: Administration, Teachers
 - Evaluation Targets: Attendance from after school, improved student achievement
 - Implementation Timeline: By June 2013
- Editure and Metamorphosis staff developers will help facilitate conversations by providing professional development support to teachers as they work to improve their pedagogy and meet the differentiated needs of scholars.
 - Key Personnel: Editure, Metamorphosis, Administration, Teachers
 - Evaluation Targets: Classroom observations, teacher self-reflection on practice, individualized professional development plans
 - Implementation Timeline: By June 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- We have used Title 1 Fair Student Funding to support our professional development opportunities through a partnership with Teachers College Reading and Writing Project, AUSSIE, Achievement Network and Metamorphosis professional developers will allow staff to build capacity.
 - TCRWP: We have purchased 27 on-site staff development days in which 23 teachers will participate.
 - AUSSIE: We have purchased 17 on-site staff development days in which 8 teachers will participate.
 - Achievement Network: We will have four data action planning cycles throughout the year in which 12 teachers will participate. Each action planning cycle will include a half-day of professional development and training to create data action plans.
 - Metamorphosis: We have purchased 12 on-site staff development days in which 7 teachers will participate.
- Eight teachers and one administrator are working in the after school academy and approximately 60 students are participating. Each teacher and the administrator will receive approximately 80 hours of per session for a total of 640 hours of teacher per session and 80 hours of administrative per session.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- According to the 2012 Learning Environment Survey page 12, the percentage of teachers who will respond “strongly agree” or “agree” to the NYC School Survey question “Order and discipline are maintained at my school” will increase from 8% to 30% between 2012 and 2013.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

By June 2013, we will develop the staff's ability to prevent disciplinary problems by implementing a PBIS program that encourages a positive, collaborative classroom and school culture conducive to academic achievement, resulting in fewer incidents as measured in OORS.

Instructional strategies/activities

- Creation of a school-wide PBIS leadership team to create school-wide expectations and systems for classroom management
 - Key Personnel: PBIS Team, Administration
 - Evaluation Targets: Complete PBIS program
 - Implementation Timelines: September 2012
- School-wide morning community gatherings to reinforce shared school values and expectations
 - Key Personnel: PBIS Team, Administration, Teachers
 - Evaluation Targets: Daily gathering and attendance at the gathering
 - Implementation Timelines: June 2013
- Development of school-wide positive reinforcement system, Paw Prints and Compliment Cards, to be used to reinforce and celebrate appropriate behaviors
 - Key Personnel: PBIS Team, Administration
 - Evaluation Targets: Distribution of paw prints and compliment cards
 - Implementation Timelines: June 2013
- School leaders emphasize and reinforce relevant rules and procedures throughout school year.
 - Key Personnel: Administration
 - Evaluation Targets: OORS data decreasing in number of incidents
 - Implementation Timelines: June 2013
- PBIS leadership team to collect and analyze OORS data and plan for refreshers and support based on areas of challenge.
 - Key Personnel: PBIS Team, Administration
 - Evaluation Targets: OORS data, teacher feedback
 - Implementation Timelines: June 2013
- Targeted professional development provided via academic coach and PBIS team to individuals who are struggling to maintain order and discipline in their classroom community.
 - Key Personnel: PBIS Team, Administration
 - Evaluation Targets: OORS data, teacher feedback, classroom observations
 - Implementation Timelines: June 2013

- School leaders and the PBIS team will recognize best practices and encourage teachers to share them with colleagues to improve collaboration and mutual respect amongst all staff members
 - Key Personnel: PBIS Team, Administration
 - Evaluation Targets: OORS data, teacher feedback
 - Implementation Timelines: June 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- We will use Title One Fair Student Funding to support this initiative. Four teachers on the PBIS Committee will be paid 20 per-session hours for meetings throughout the year (at least monthly) for planning and implementation of the program. Resources will also be purchased to support the program.
- Student incentives have been purchased to support the PBIS program.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

In our Learning Environment Survey, 26% of parents felt the school did not contact them about their child's achievements and successes. (6.7) and 18% felt that we could improve how we communicate with families to help them understand what they can do to support their child's learning needs. (7.3)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June 2013, we will strengthen ongoing parent relationships by creating a welcoming school atmosphere that encourages families to engage with the school community to increase student achievement by hosting a series of at least ten workshops targeted at parental involvement.

Strategies to increase parental involvement and engagement

- Provide materials and parent workshops to help parents work with their children to improve their achievement level, e.g., literacy, math);
 - Key Personnel: Teachers, Parent Coordinator, Administration, Guidance Counselor
 - Evaluation Targets: Hold monthly workshops
 - Implementation Timelines: June 2013
- Parent coordinator will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
 - Key Personnel: Parent Coordinator, Administration, Guidance Counselor
 - Evaluation Targets: Availability of resources and parent feedback
 - Implementation Timelines: June 2013
- Distribute weekly letters and monthly calendars to inform parents about school events and provide important information that helps families support their scholars
 - Key Personnel: Parent Coordinator, Administration, Guidance Counselor, Teachers
 - Evaluation Targets: Weekly letters from each week
 - Implementation Timelines: June 2013
- Distribute bi-monthly grade level newsletters so parents are aware of their child's academic expectations and can effectively support and monitor their child's progress
 - Key Personnel: Parent Coordinator, Administration, Guidance Counselor, Teachers
 - Evaluation Targets: Bi-monthly letters
 - Implementation Timelines: June 2013
- Provide assistance to parents in understanding City, State and Federal standards and assessments
 - Key Personnel: Parent Coordinator, Administration, Guidance Counselor
 - Evaluation Targets: Availability of resources and parent feedback
 - Implementation Timelines: June 2013
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

- Key Personnel: Parent Coordinator, Administration, Guidance Counselor, ESL teacher
- Evaluation Targets: Availability of resources and parent feedback, translated resources
- Implementation Timelines: June 2013
- Create a computer lab for the parents that will allow them to learn more about the academic goals for CS44
 - Key Personnel: Parent Coordinator
 - Evaluation Targets: Availability of resources, Increased parental involvement in workshops
 - Implementation Timelines: June 2013

Budget and resource 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 IA
 - Title IIA
 - Title III
 - Set Aside
 - Grants
 - Other-describe here: _____

Service and program coordination

- Full-time Parent Coordinator will facilitate and support this work
- Purchase technology lab for parent room. We purchased eight laptops and one printer.

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	Fountas and Pinnell Leveled Literacy Curriculum Experience Corps Reteaching based on data-action plans from assessments	Small group One-to-one instruction	School day 37.5 minutes After school academic program
Mathematics	Teacher Created Curriculum Reteaching based on data-action plans from assessments	Small group One-to-one instruction	School day 37.5 minutes After school academic program
Science	Teacher Created Curriculum Reteaching based on data-action plans from assessments	Small group One-to-one instruction	School day 37.5 minutes
Social Studies	Teacher Created Curriculum Reteaching based on data-action plans from assessments	Small group One-to-one instruction	School day 37.5 minutes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk speech At-risk counseling	Small group One-to-one instruction	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.

- Professional development opportunities through a partnership with Teachers College Reading and Writing Project, AUSSIE, Metamorphosis, and Achievement Network will allow staff to build capacity
- Administration will provide frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps
- CS44 will become a learning community where teachers are empowered as professionals to engage in dialogue with their colleagues about pedagogical practices

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

open a transitional bilingual program when fifteen or more students within two continuous grades are interested in this program model.

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			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	0	0	0	0	0	0	0	0	0	0
ESL	27	0	0	9	0	0	0	0	0	36
Total	27	0	0	9	0	0	0	0	0	36

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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																			0	0
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	5	12	6	2	8	3	0	36						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a. Community School 44 follows the self-contained instructional model. The ESL program follows the Push-in model.

1b. The school day is divided into an eight (8) periods. There are seven (7) forty five minute periods for instruction and one (1) fifty minute period for lunch. The students receive six (6) periods of instruction by their classroom teacher. One period each day, the students travel as a group and receive an additional instructional period in the area of science, art, music, and physical education. The ELL students are part of the self-contained classroom. They ELL population is grouped heterogeneously. A push-in model of instruction is in place for the ESL instruction of ELL students. Students are served both by grade level and proficiency level. The ESL teacher groups the ELL students for instructional purposes in two continuous grade levels.

2. Those ELL students in the beginner and intermediate levels receive two units of ESL instruction per week (360 minutes), and those in the advanced level receive one unit of ESL instruction per week (180 minutes). The ESL teacher articulates with the classroom teacher for the delivery of instruction.

3. The content areas are delivered in the English language using the push-in model, the ESL teacher articulates with the classroom teacher to assist the students in making content comprehensible and enrich language development.

4. ELLs are evaluated in their native language by administering the Spanish LAB at the beginning of their enrollment. Since only English is the language of instruction, native language is not further evaluated. Community School 44 does not offer a Transitional Bilingual program or a Dual Language program.

5a. N/A

5b. Community School 44 supports ELLs who have been in US schools less than three years by providing extra tutoring during the periods

A. Programming and Scheduling Information

of extended time. This is in addition of providing them with the mandated units of ESL instruction according to their proficiency levels. Additionally, since all ELLs are immersed in the monolingual classes, they participate in the reading and writing workshops with their classroom teachers.

5c. English Language Learners receiving ESL for 4 to 6 years receive extra tutoring, by the certified ESL teacher, during our extended time of instruction. These students are immersed in the monolingual classroom and also receive instruction in all the content areas in the English language. Additionally an after school program is in place to support these students.

6.

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

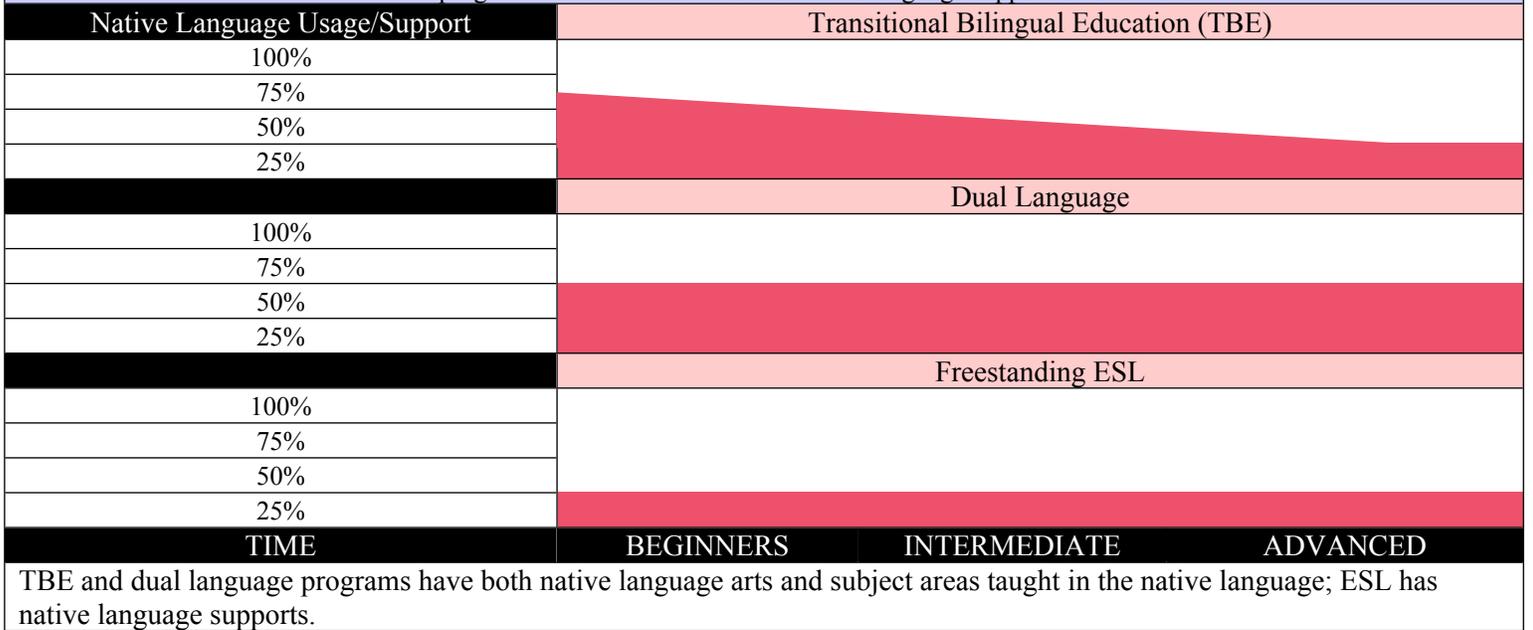
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language 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.



B. Programming and Scheduling Information--Continued

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

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

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

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. There is an ongoing professional development plan for personnel who work with ELLs. The certified ESL teacher provides one-to-one assistance to teachers during weekly articulation periods. Additionally, monthly workshops are offered in ESL methodologies.

2.

3. We have scheduled a series of workshops which total 7.5 hours of ELL training in ESL methodologies for those teachers who have not been trained. Special Education teachers will receive an additional 2.5 hours of training in ESL methodologies; this in accordance as per Jose P regulation.

E. Parental Involvement

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

1. Parents of ELLs are involved in many areas of our school. We have five (5) parents in our School Leadership Team, and other parents volunteer during our lunch period. They also have active participation in our school PTA. Other parents facilitate our book fair, which is held two times a year. The participation of our parents in many of the workshops offered by CS 44 is significant as well.

2. Community School 44 partners with agencies and community organizations to provide workshops to parents of our ELL population. These workshops are given in the parents native language and in English as well. The organization learning leaders is one of the various organizations working with our parents. The organization provides training for parents to become volunteers in our school and to work with their children at home. In the beginning of September, and as needed during the year, a group of parents meet for three days, two hours per day, and receive training. The training involves strategies for working with children in math, reading and writing. The other area of the training consist of child development and learning styles. We also have a parent volunteer who offers training in US Citizenship to many parents of ELLs. Currently, the group meets every Wednesday for two (2) hours to learn about the US Citizenship exams and to study for it. Parents also participate in workshops by safety agencies on gang awareness and recruiting, syber bullying, and also about conflict resolution for parents. Workshops on fire safety is also offered every year by the NYFD.

3. Our parent coordinator has several tools to evaluate the needs of the parents. At the beginning of the school year in September, and periodically during the year, parents are provided with a survey. In this survey parents are asked to provide their preferences for services and workshops. The coordinator organize workshops and activities according to parents' needs. At the end of each workshop parents also have the opportunity to give us feedback and to suggest other topics for workshops. The PTA has a similar system in place with the same purpose. The parent coordinator and the PTA work closely in this area.

4. The parental involvement activities are tailored to meet the needs of the parents. One of the most important areas for parents of ELLs is translation. During all workshops, PTA meetings, and SLT meetings, translation for ELL parents is provided. CS 44 also offers an ESL class for adults targeting our ELL parents. The class meets for three (3) hours every Friday.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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)	3	4	4	0	0	0								11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	4	0	1	4	0								9
Advanced (A)	4	4	1	1	3	3								16
Total	7	12	5	2	7	3	0	0	0	0	0	0	0	36

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	0		1		1		1		3
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. Community School 44 uses ECLAS-2 to assess the early literacy skills of our ELLs.

2. This data reveals that students enter CS 44 at various levels of literacy skills. Based on this data, the ESL teacher and classroom teachers prepare differentiated instructions to meet the needs of our ELLs.

3. Based on the NYSESLAT results patterns across the modalities reading/writing and listening/speaking differentiated instruction is provided for the ELL population. Students receive extra support in their areas of weakness.

4a. Community School 44 offers only a free standing-push-in ESL program. Students only take tests in English. No native language instruction or testing is given. CS 44 does not participate in the Periodic Assessment Program.

4b. N/A

4c. N/A

5.a, b, c, N/A - CS 44 does not have a Dual Language Program.

6. We evaluate the success of our ESL program, which our only program for our ELLs, by analyzing the NYSESLAT results and monitoring student's progress based in house testing and observations.

Additional Information

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: CS 44	DBN: 12X044
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers N607
This school is (check one): <input 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: 26 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

The program follows

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

Subgroups and grade levels to be served

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

Schedule and Duration

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

Language and Instruction

All classes will be held in English. ESL techniques and methodologies for the acquisition of English for English Language Learners will be used. The focus of the program will be to enable students to improve English acquisition and skills in the four modalities; listening, speaking, reading, and writing.

Part B: Direct Instruction Supplemental Program Information

and licenses of teachers involved.

There will be one ESL teachers and one Bilingual teacher involved in the program to fulfill the ESL component.

Types of Materials to be used

ESL books and English books already in our curriculum from past years of this program will be used at no additional cost to the program. We will use Accelerated English Language learning-ScottForesman, Language Patterns and Usage-Continental Press, and Connecting Vocabulary-Options Publishing Inc. as supporting material.

Part C: Professional Development

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

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

Begin description here: Teachers who work with ELL students need to be familiar with the latest ESL methodologies in order to improve both English acquisition and content area knowledge. We have adopted a common planning schedule that allows the ESL teacher to meet with teachers at the various grade levels to plan strategies to support our Push-in ESL program.

Teachers to receive training:

Eight (8)) general education teachers will receive training in differentiating instruction for ELLs and ESL methodologies

Schedule and duration:

Staff development workshops are the second Monday of the month and meets for 90 minutes; from 2:45 - 4:15pm. Ther will be two (2) sections of this PD.

Topics to be covered:

The topics to be covered during these workshops are the integration of ELL instructional concepts and methodologies in all subject areas in order to better support English acquisition as well as subject matter knowledge. Other topics will be: how instruction in the subject areas can support the ELL students and how to differentiate instruction during the TCRWP instructional periods.

Name of provider: Mr. Bonilla, ESL teacher

Part D: Parental Engagement Activities

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: Community School 44 would like to encourage as much parent involvement as possible, especially with our ELL at-risk students. We also want to promote in parents a positive attitude towards education and attending school programs that increase academic achievement. Therefore, we are implementing an ESL class for parents of our students.

Schedule and Duration:

There are ten scheduled adults ESL classes for CS 44 parents. The classes meet as follows: November 2, 9, 16, 30, December 7, 21; January 4, 11, 18, and 25.

Name of Provider:

Mr. Bonilla, our ESL certified teacher will facilitate this activity.

How parents will be notified of these activities:

Parents will be called by phone, in their native language by the parent coordinator and/or a bilingual teacher. Invitations will be backpacked home with students with dates, times, and details of the program. A flyer describing the program and dates will also be posted on the parent's bulletin board at the school.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		