Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THOMAS C. BROWN

DBN (*i.e. 01M001*): 31R044

Principal: JOSEPH A. MILLER

Principal Email: JMILLER25@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: MICHAEL DANTONA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Joseph A. Miller	*Principal or Designee	
Cynthia Panarella	*UFT Chapter Leader or Designee	
Mary Curry	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Tiease Ammamoo	Member/ parent	
Jesenia Benitez	Member/ parent	
Deidra Newsome	Member/ parent	
Wendy Payne	Member/ parent	
Marisol Cruz	Member/ parent	
Jeannette Samulski	Member/ teacher	
Naheelah Hyman	Member/ teacher	
Pamela O'Donnell	Member/ teacher	
Jacqueline Paite Conyers	Member/ teacher	
	Member/	
	Member/	
	Member/	
	Member/	
	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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all students in Kindergarten through Grade Five will produce at least three writing pieces that are aligned to the Common Core State Standards with at least 30% of the students demonstrating proficiency (level three), as evidenced by a corresponding CCLS aligned four point rubric.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The Common Core State Standards (CCSS) emphasize writing across the curriculum in a variety of genres. Students at every grade level are expected to produce pieces of writing are coherent, demonstrate command of the conventions of written English and demonstrate knowledge of the features specific to a genre. The quality of the writing produced by the student directly impacts their academic achievement. In response to the increase in rigor that is embedded in the Common Core State Standards, two needs have been identified. First, students need to consistently produce pieces of writing that are in alignment with the CCSS. Second, teachers need to assess the caliber of student writing to ensure that students are making progress toward meeting the standards. The writing goal was generated because of the gap between the students' current level of proficiency and the expected level of proficiency as articulated in the CCSS. Additionally, feedback on the 2012-2013 Quality Review indicates the need for higher order thinking skills to be consistently taught to all students. Writing is a way for students to demonstrate their thinking.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Activity—classroom teachers will provide instruction in writing for different genres. 2. Activity—classroom teachers will meet to analyze student writing for proficiency. 3. Activity—the writing cluster will support students in selected classes.
B. Key personnel and other resources used to implement each strategy/activity
1. Classroom teachers 2. Teacher teams 3. Writing Cluster
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Classroom teachers will evaluate the student writing according to a four point rubric that is aligned to the Common Core State Standards 2. Teachers will meet in grade level teams to analyze student writing across the grade. 3. The writing cluster will work with classes that need extra support.
D. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014. 2. September 2013 through June 2014. 3. September 2013 through June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The classroom teachers have specific periods each day in which literacy is taught. The literacy block is two periods (100 minutes) long. 2. The teacher teams meet once a month on the common preparation period for each grade level. 3. The writing cluster works with the following classes that have large numbers of ELLs or SWDs one to two periods each week.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
The following strategies are intended to increase parental involvement in strengthening student writing: communication between the teachers and the parents, parent workshops, and the ARIS Parent Link. Teachers routinely communicate with parents in the following ways: phone calls, letters, and face to face meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.
ARRA Inquiry money

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, Kindergarten, Grade One, and Grade Two students in the Dual Language program will demonstrate progress towards achieving the Common Core State Standards in literacy as evidenced by at least 70% of the students meeting specific end-year benchmarks as measured by the TCRWP Running Records (in Spanish and in English) which will be administered five times a year: in September 2013, in November 2013, January 2014, March 2014, and June 2014.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
There are three goals of the Dual Language program: students will graduate from the program in the fifth grade as bilingual, bi-literate, and culturally tolerant. As a way to ensure that the students in the Dual Language program are acquiring literacy in both Spanish and in English, student progress in reading in Spanish and in English needs to be monitored regularly. The current data from the TCRWP Running Records indicates that students are making steady progress in both Spanish and English. It is critical that the students meet the end-year benchmarks in order to be prepared for the demands of the next grade, and beginning in third grade, the demands of the state exams.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Activity—Teachers will provide literacy instruction in both Spanish and in English. 2. Activity—Teachers will assess the students in Spanish literacy and in English literacy. 3. Activity—Teachers will assign homework in both Spanish and English. 4. Activity—Teachers will provide literacy grades in both Spanish and English. 5. Activity—The Dual Language Program Coordinator will analyze the results of the Spanish literacy and English literacy assessments.
2. Key personnel and other resources used to implement each strategy/activity
1 Kindergarten, Grade One, and Grade Two Dual Language teachers 2 Kindergarten, Grade One, and Grade Two Dual Language teachers 3 Kindergarten, Grade One, and Grade Two Dual Language teachers 4 Kindergarten, Grade One, and Grade Two Dual Language teachers 5 Dual Language Program Coordinator
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Dual Language teachers will provide all students with literacy instruction in Spanish and in English every day. 2. Dual Language teachers will assess the students' Spanish literacy and English literacy using the TCRWP Running Records. 3. Dual Language teachers will assign homework in both languages every week 4. Dual Language teachers will provide literacy grades in Spanish and in English three times a year (via the report cards). 5. The Dual Language Program Coordinator will analyze the Spanish literacy and the English literacy data five times during the school year.
4. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014 2. September 2013, November 2013, January 2014, March 2014, and June 2014 3. September 2013 through June 2014 4. November 2013, March 2014, and June 2014 5. September 2013, November 2013, January 204, March 2014, and June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Literacy instruction in Spanish and in English is provided every day in Kindergarten. In Grades One and Two, literacy instruction in Spanish and English are provided on alternating days.
2. All students in the Dual Language program will be assessed in Spanish and in English during the five TCRWP administration periods throughout the school year.
3. The Dual Language teachers plan together in order to ensure that homework assignments are provided in Spanish and in English.
4. Report cards are given out three times a year.
5. The Dual Language Coordinator will analyze the assessment data and discuss it with the Dual Language department members.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The following strategies are intended to increase parental involvement : parent workshops to provide parents with strategies and resources to ensure that their children can succeed in the Dual Language program and parent volunteer opportunities. Additionally, teachers regularly communicate with parents in the following ways: phone calls, letters, and face to face meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

In the 2013-2014 school year, the percentage of students proficient in ELA will increase from 9.5% to at least 20% as evidenced by the results of the 2014 ELA exam.

Comprehensive Needs Assessment

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

Student achievement data from the 2010-2011 school year, the 2011-2012 school year, and the 2012-2013 school year were analyzed to identify which students are most at risk of not achieving proficiency in ELA. In the 2010-2011 school year, students with disabilities (SWDs) had a performance index of 111 on the ELA exam. The safe harbor for these students was 70. The effective AMO for these students was 146. In the 2010-2011 school year, English Language Learners (ELLs) had a performance index of 122 on the ELA exam. The safe harbor for these students was 75. The effective AMO for these students was 139. In the 2011-2012 school year, students with disabilities (SWDs) had a performance index of 70. The safe harbor for these students was 83. The effective AMO for these students was 113. In the 2010-2011 school The effective AMO for these students was 147. In the 2011-2012 school year, there were not sufficient ELLs to form a subgroup for accountability purposes. There was no reported performance index, safe harbor, or effective AMO for SWDs or for ELLs. In the 2011-2012 school year, the all students group had an effective AMO of 114. In 2012-2013, the effective AMO for the all students group was 142.

The review of the data reveals that SWDs did not meet safe harbor for ELA. ELLs did not meet safe harbor for ELA. The data analysis, combined with the decline in ELA scores as documented in the 2012-2013 Progress Report, compelled the creation of this goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Activity—teachers will utilize instructional approaches that allow for multiple points of entry in Tier I instruction.
2. Activity—teachers will differentiate instructional approaches as a form of Tier II intervention.
3. Activity—Tier III intervention is provided to targeted students in the early childhood grades.
4. Activity—Tier III intervention is provided to targeted students in the upper grades.

2. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers will utilize the Cognitive Academic Language Learning Approach (CALLA). CALLA features the extensive use of a range of graphic organizers that are meant to support the acquisition of academic language and content area knowledge. The scaffolding measures can be as extensive or as

minimal as suits the needs of the students. (Uhl-Chamot & O'Malley 1994)
2. Classroom teachers will differentiate instruction in order to provide additional support to students who are struggling. Instruction will be differentiated according to process, content, or form. (Tomlinson 1999)
3. A part-time teacher will provide the Tier III intervention to targeted early childhood students.
4. A part-time teacher will provide the Tier III intervention to targeted upper grade students.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Classroom teachers utilize an array of assessments to monitor student progress.
2. Classroom teachers differentiate instruction in response to the needs of their students.
3. The part-time teacher regularly evaluates the early childhood students to check for progress.
4. The part-time teacher regularly evaluates the upper grade students to check for progress.

4. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014.
2. September 2013 through June 2014.
3. September 2013 through June 2014.
4. September 2013 through June 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Classroom teachers have been provided with curriculum materials that multiple points of entry for students.
2. Classroom teachers have been provided with alternative curriculum materials for Tier II instruction.
3. The part-time teacher for the early childhood students pulls the students out of class and uses a different literacy curriculum than the classroom teachers to support students requiring Tier III intervention.
4. The part-time teacher for the upper grade students either pushes into or pulls the students out of the classroom. This teacher also used a literacy curriculum that is different from the classroom teacher to support students requiring Tier III intervention.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The following strategies are intended to increase parental involvement in raising the level of ELA proficiency of students: parent workshops, the utilization of digital resources such as the ARIS Parent Link and E-Chalk, and constant communication between parents and teachers about the students' progress. Written communication consists of letters and notes. Phone calls and face to face meetings are also utilized to help support the parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 30, 2014, the yearly attendance rate will increase through monitoring chronically absent students as evidenced by an improved overall school attendance rate that moves from the current rate of 90.7% to an increased rate of 91.7%, and as evidenced by a decreased rate of chronic absenteeism.

Comprehensive Needs Assessment

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

A consistent Chancellor's expectation regarding student attendance is that it average 94%. While PS 44R has made improvement toward meeting the 94% student attendance benchmark, the yearly attendance rate still falls short of the Chancellor's expectation. The 2012-2013 Progress Report indicated that the yearly attendance rate was 90.7%. Raising the attendance rate by a full percentage point would place PS 44R's yearly attendance rate at the average for peer schools.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Activity—Chronically absent students will be identified via the appropriate ATS attendance reports. 2. Activity—Regular outreach to the families of chronically absent students. 3. Activity—The administration will work with the families of chronically absent students to resolve the issues that are affecting student attendance. 4. Strategy—A reward system is in place for students and classes with excellent attendance.
2. Key personnel and other resources used to implement each strategy/activity
1 An assistant principal reviews the attendance reports to identify chronically absent students. 2 The attendance teacher performs outreach to the families of chronically absent students and monitors chronically absent students. 3 The attendance committee regularly meets to discuss ways to increase student attendance. 4 An assistant principal announces the classes with 100% attendance over the loudspeaker during morning announcements.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Daily, weekly, and monthly attendance are monitored by an assistant principal. 2. The attendance teacher reviews the chronically absent caseload once a week. 3. The attendance committee meets to plan incentives to increase student attendance. 4. The announcement of classes with 100% attendance has raised awareness of the importance of attendance school wide.
4. Timeline for implementation and completion including start and end dates
1. September 2013 through June 30, 2014. 2. September 2013 through June 30, 2014. 3. September 2013 through June 30, 2014. 4. September 2013 through June 30, 2014.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. An assistant principal consistently monitors the daily, weekly, and monthly attendance reports to track progress toward increasing student attendance. 2. The attendance teacher reviews the chronically absent caseload once a week and maintains a record of outreach efforts. 3. The attendance committee meets on a weekly basis. 4. An assistant principal announces classes with 100% attendance daily.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
The following strategies are intended to increase parental involvement in raising the student attendance rate: the use of the Global Connect Parent Notification System to call parents of chronically absent and/or chronically late students, and parent workshops to provide parents with strategies and resources to ensure that their children are present in school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the principal and assistant principals will provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's *Framework for Teaching*. Our initial goal is for 80% of the teachers to show improvement in at least one of the competencies as measured by Danielson's *Framework for Teaching*.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The 2013-2014 school year is the first year that a new system for teacher evaluation (Advance) is in place. Danielson's *Framework for Teaching* continues to provide the structure for measuring the quality of teacher practice. All teachers are required to choose either six informal observations or three informal observations and one formal observation. In a departure from past practice, each of the four domains are being considered in a global context rather than a focus on specific competencies. Domain One is: Planning and Preparation. Domain Two is: Planning and Preparation . Domain Three is: Instruction . Domain Four is: Professional Responsibilities. There is a pervasive need for thoughtful, rigorous instruction at PS 44R. The Danielson framework provides teachers and administrators with a common language around instructional practices and with a shared understanding of rigorous instructional practice. The expectation is that student achievement will be raised via the strengthening of instructional practice.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Strategy—In June 2013 teachers, all attended professional development sessions regarding the use of the Danielson framework in the new teacher evaluation system. A follow up professional development was provided in September 2013. 2. Activity—during the 2013-2014 school year, teacher teams will meet to review and analyze the various domains of the Danielson framework. 3. Activity—Teachers will be observed according to the option they selected.
2. Key personnel and other resources used to implement each strategy/activity
1 The teachers attended professional development that was provided by the assistant principals. 2 The teachers meet in teacher teams under the guidance of the assistant principals to review and analyze the Danielson framework. 3 The assistant principals and the principal will observe the teachers according the selected observation choices.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The teachers are able to articulate features of the new teacher evaluation system and the amount of weight each domain carries within the new system. 2. The assistant principals will review the teachers' written reflections about their (the teachers') understanding of a specific competency of the Danielson Framework. 3. The assistant principals and the principals will provide timely and actionable feedback in debriefing sessions that occur after the observations.
4. Timeline for implementation and completion including start and end dates
1. June 2013 and September 2013. 2. September 2013 through June 2014. 3. September 2013 through June 2014.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The professional development was offered on the designated Chancellor's Professional Development days. 2. The teacher teams meet every Wednesday afternoon during an extended day session that has been devoted to inquiry via a school based option. 3. The assistant principals schedule debriefing sessions with the teachers so that the debriefing sessions occur in a timely manner.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
This is a goal that is centered on the teachers and the administrative team working together to lift the quality of instruction.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
MOSL											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, 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	PS 44R has maintained a robust Response to Intervention (RtI) plan. Classroom teachers provide Tier I instruction and Tier II interventions. There are two populations of students who have been identified as needing Tier III intervention. The first population are those students who were held over in the early childhood grades because of low proficiency in literacy. An F-status teacher provides the Tier III intervention to this population. The second population are those 4th and 5th grade students who fall into the lowest third in terms of literacy proficiency. An additional part-time teacher provides the Tier III intervention to this population. The classroom teachers and support personnel customize the instructional interventions according to the student's needs.	Classroom teachers and support personnel work with students in small group settings.	The service is provided during the school day and during extended day sessions.
Mathematics	In grades K-5, teachers utilize the Go Math program. The Go Math program is fully aligned to the Common Core State Standards. The Go Math program contains components that provide extra support, re-teach, and extension activities for at-risk students.	Classroom teachers and support personnel work with students in small group settings.	The service is provided during the school day and during extended day sessions.
Science	The science program requires students to learn through inquiry-based investigations. At-risk students benefit from participating in hands-on experiments and working with lab equipment to collect and analyze data from experiments. Students are encouraged to use the scientific method with support from science magazines, trade books, journals, and other	The Science cluster teachers and support personnel work with students in small group settings.	The service is provided during the school day.

	resources to support learning in the content areas.		
Social Studies	The classroom teachers utilize technology, trade books, and other resources to support learning in this content area.	The classroom teachers work with students in small groups.	The service is provided during the school day.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Guidance Counselor: The at-risk counseling program includes services to assist students, teachers, and parents. The goal of the program is to increase levels of elf-esteem, self-confidence, and self-motivation in students. School Psychologist: The School Psychologist will consult with teachers and parents to develop intervention plans, conduct short term counseling with at-risk students, and perform direct interventions in the classroom. Social Worker: The Social Worker will meet with at-risk students, their families, teachers, school administration, and various agencies to help address the students' social/emotional functioning. The goal is to improve students' academic performance and social/emotional functioning.. Health-related services: The school health professionals will meet with students, their parents, and teachers to discuss and plan strategies that will enhance student's health.	The Guidance Counselor provides services in small group and one-to-one settings. The School Psychologist works with small groups and in one-to-one settings. The Social Worker works with small groups and in one-to-one settings. The school health professionals work in a small group setting.	This service is provided during the school day. This service is provided during the school day. This service is provided during the school day. This service is provided during the school day.

Title I Information Page (TIP)
For Schools Receiving Title I Funding

6. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As reflected in the 2013-2014 BEDS Survey, 100% of the teachers at PS 44 are Highly Qualified. All teachers have the appropriate certification for their current assignments. No teachers are teaching out of license. Highly qualified staff (HQT) will be recruited, interviewed, and selected to fill posted teacher vacancies through Open Hire, Network Human Resources Administrator, and teacher recruitment fairs. The chief strategies for teacher recruitment at PS 44R are: ✓ Recruit teachers who hold dual certifications in General Education and Special Education ✓ Recruit teachers who hold dual certifications in ESL and either General Education or Special Education ✓ Recruit teachers who have a bilingual extension (Spanish) to an existing certification Due to the growing populations of students who are English Language Learners (ELLs) and students with disabilities (SWDs), it is important to recruit teachers who are certified in ESL, Special Education, or who have a bilingual extension in addition to being certified in General Education. The chief strategies for teacher retention at PS 44R are: ✓ Utilize the Danielson framework to structure observations and conversations about instructional strategies ✓ Utilize the Danielson framework to provide actionable feedback around focused areas to support teacher development ✓ Utilize the Danielson framework to formulate next steps ✓ Support the professional development of teachers Teacher retention is critical to the success of the instructional program at PS 44. Teachers are supported and encouraged to grow as professional educators. Teacher assignments at PS 44R are based on: ✓ Areas of strength ✓ Depth of pedagogical knowledge ✓ Depth of content knowledge ✓ Innovative practices ✓ Rapport with students PS 44R has a range of specialized instructional programs: Integrated Co-Teaching classes, a growing Dual Language program, and a robust ESL program. All of these programs require expertise and collaboration among teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
In order for all students to become poised to meet the expectations of the Common Core State Standards, the teachers, administrators, and paraprofessionals have all received extensive professional development. Prior to the current school year, teachers, and administrators were engaged in the creation and deliverance of units of study that were aligned with the Common Core State Standards. Over the summer, teachers and administrators took advantage of the professional development opportunities that were made available from the publishers of ReadyGen and GoMath and from the Central

Office. Teachers, administrators, and paraprofessionals have been engaged in continuous professional development regarding curriculum and instructional practices that support multiple opportunities for students to succeed in achieving the academic expectations set by the Common Core State Standards. Additionally, teachers and administrators have engaged in on-going professional development regarding the implementation of the new system of teacher evaluation. PS 44R has adopted the view that the new teacher evaluation system affords the instructional staff multiple opportunities to identify and refine instructional practices that support student success.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

There are three broad programs at PS 44R that require the specific use of Title I funds: violence prevention, Students in Temporary Housing, and behavioral interventions in the classroom. Title I Parent Set Aside funds are used for parent workshops to support the education of parents regarding their role in the prevention of bullying. The anti-bullying initiative also includes student assemblies and performances by community based groups. PS 44R has a Respect for ALL initiative in place which features the expected behaviors of the students in school. The school wide expectations for behavior are recited over the loudspeaker each morning during morning announcements. There are also designated staff members in place for students to report bullying behavior.

PS 44R has money set aside for Students in Temporary Housing (STH). The allocation is dependent upon the number of students in temporary housing. The money can be utilized for basic emergencies, supplies, academic support, transportation, and clothing.

Title I funds are also being utilized to support the training of teachers in behavioral interventions in the classroom. As part of the philosophy of supporting all students and providing multiple opportunities to demonstrate success, teachers are receiving professional development regarding the use of appropriate behavioral interventions in the classroom.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

PS 44R primarily accepts Kindergarten students from three Pre-Kindergarten programs: the Pre-Kindergarten program at PS 44R, a Head Start program, and Little Lamb (a community based organization). Records and information are transferred from each of these programs to PS 44R. The pupil accounting secretary receives the records from the Pre-Kindergarten programs and enters the information into the appropriate databases and creates cumulative files for each new student. If a child in any of the three Pre-Kindergarten programs is in need of an evaluation, members of the school based support team execute a “Turning 5” evaluation. The Pre-Kindergarten social worker holds numerous parent workshops throughout the school year to support parents as the students are being prepared for Kindergarten. The curriculum of the Pre-Kindergarten at PS 44 is aligned to the Common Core State Standards, and vertical alignment between the Pre-Kindergarten curriculum and the Kindergarten curriculum is in place at PS 44R. Additionally, PS 44R opened the first Dual Language Pre-Kindergarten on Staten Island in September of 2013. Parents of students in the Pre-Kindergarten Dual Language class received home visits by the Pre-Kindergarten teacher over the summer, and attended an orientation session in September. The students in the Pre-Kindergarten Dual Language will be able to continue their education in English and in Spanish in the Kindergarten Dual Language program. Students in the Dual Language Pre-Kindergarten participate in the activities of the Dual Language program alongside the older Dual Language students.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

All of the teachers in school are utilizing ELA and math programs that are aligned with the Common Core State Standards and that contain embedded assessments. During the current school year, teachers are continuing to utilize the TCRWP Reading Assessments as a way to monitor student progress in reading. The Scholastic Reading Inventory (educational software) has been purchased and utilized as a way to monitor the progress of students receiving Tier III intervention. Professional development regarding curriculum, assessments, and the educational software will continue to be provided throughout the school year.

In order to meet the requirements of Advance, a local measures committee was formed. The local measures committee met four times and went through a six step process. School-wide ELA was the measure of choice for all groups of teachers except for teachers in the fourth and fifth grades. The teachers on the fourth and fifth grades were unable to reach a consensus and are held accountable to school-wide ELA and math measures by default.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

- ✓ The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118—Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

- ✓ Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- ✓ The school district will incorporate this district wide parental involvement into its LEA plan developed under section 1112 of the ESEA.

- ✓ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents of English Language Learners (ELLs), parents of students with disabilities (SWDs), and parents of migratory children. This will include providing information and school reports required under *Section 111--State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- ✓ If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- ✓ The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the one percent Title I, Part A funds reserved for parental involvement is spent and will ensure that not less than 95 percent of the one percent reserved goes directly to schools.

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

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

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

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

  (C) The carrying out of other activities, such as those described in Section 1118—Parental Involvement in the ESEA.

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

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

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

  - Annual Parent Survey
  - P.B.I.S. Program School and Home Matrix

- School Report Card Improvement areas review

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

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

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

- Staten Island Mental Health Society / District 31 school reading volunteers program
- UAU and Virtual Y programs offering a wide array of resources such as parent workshops, community service projects, performing arts and culminating events
- Health Plus which provides health coverage to families that do not have medical coverage
- PS 44R Eagles Step Team, Chorus, and Band

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

- Annual Parent Survey
- Parent Teacher Conference Quality Review Survey

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

- ESL Classes
- GED Classes

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

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

- The school will provide assistance to parent s of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—

    - the State's academic content standards
    - the State's student academic achievement standards
    - the State and local academic assessments including alternative assessments
    - the requirements of Title I, Part A
    - how to monitor their child's progress
    - how to work with educators

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on by the parents of children participating in Title I, Part A programs, as evidenced by October 09, 2013.

This policy was adopted by the **Thomas C. Brown School PS 44R** on **10/09/13** and will be in effect for the period of **2013-2014**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **October 09, 2013**.

_____
(*Signature of Principal)*

_____
(Date)

PS 44R's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. The Title I Parent Advisory Structure that is in place at PS 44R is described below.

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

Goals and Objectives:

1. To ensure effective involvement of all parents of Title I participating children and to support the partnership between other school community stakeholders (school administration and staff, parents and caregivers, School Leadership Team).

2. To involve parents of Title I participating students in an organized and a timely manner with the planning, review and implementation of Title I programs and the joint development of the school parental involvement policy and the school-parent compact.

3. To recruit of Title I participating students for involvement in professional development opportunities, meetings (*including the required Annual Meeting*), conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own education.

4. To provide information to parents of Title I participating student regarding Title I issues, and in consultation with other parents to bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration and other school community stakeholders.

5. To develop a proposed spending plan and budget in consultation with other parents of Title I participating students recommending how the school's minimum Title I 1% (up to 5%) parent involvement allocation can best be utilized to support the needs of all Title I parents.

Outreach to New Parent Association Members

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

Voting Privileges:

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

District Representatives

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

Term of Office

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

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

Duties of District Representatives

The Title I Chairperson shall:

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

The Title I Alternate shall:

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

Title I Standing Committee (*optional*)

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

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

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

Date of Review by **Title I Committee** Membership: October 09, 2013

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

_____
(Ms. Kirkland)

_____
(Ms. Curry)

Date of Distribution to the **General** Membership: **December 05, 2013**

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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
  Literacy blocks are in place across all of the grades. These blocks are dedicated to 100 minutes of instruction in reading and writing skills and strategies each school day.

- respecting cultural, racial and ethnic differences
  PS 44R embraces the diversity of its community. We are in the third year of implementing a Dual Language program that offers instruction in Spanish and in English to students in Pre-Kindergarten, Kindergarten, Grade One, and Grade Two. There are three goals to the program: to educate the students in the program to be bilingual, bi-literate, and bi-cultural.

- implementing a curriculum aligned to the Common Core State Standards
  PS 44R students from grades Pre-Kindergarten through Grade Five experience a math and a literacy curriculum that is aligned with the Common Core State Standards.

- offering high quality instruction in all content areas
  All of the teachers at PS 44R are teaching in their areas of certification.

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act
  All of the teachers at PS 44R meet the criteria for highly qualified teachers as delineated by NCLB.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
  Parent Teacher conferences are held twice a year at PS 44R. In addition, parents may meet with teachers upon request at any point in the school year.

- convening an Annual Title I Parent Meeting prior to December 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
  PS 44R held its Annual Title I Parent Meeting before December 01, 2013.

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting
  PS 44R reached out to all parents regarding making the information presented at the Title I meeting accessible.

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
  PS 44R has a Language Translation and Interpretation Policy in effect. This policy is attached as an appendix to the CEP.

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand
  The above issues were discussed at the Annual Title I Parent Meeting.

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact
  This process is outlined in the Title I Parent Advisory Structure that was described in the above section.

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
  The Parent Coordinator has ensured that all parents have access to ARIS.

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year
  These documents are reviewed by the School Leadership Team, comprise part of the CEP, and available to parents.

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
  Several staff members are fluent in English and in Spanish. Two staff members are fluent in Arabic and in English. The Parent Coordinator also calls the translation unit for interpreters as needed. In the 2013-2014 school year, PS 44R has engaged the services of The Big Word, a company that provides real-time translation at parent meetings.

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member
  All parents are informed of the procedures to arrange an appointment with their child's teacher or other school member in writing and via Global Connect.

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities
  The classroom teachers, the Parent Teacher Association, and the Parent Coordinator reach out to parents regarding volunteer opportunities.

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences
  The Parent Coordinator is very active in planning activities for the parents during the school year. In addition to Parent Teacher Conferences, the Parent Coordinator organizes workshops and Parent Nights

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
  There is a welcome, orderly environment in place at PS 44R.

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
  The Parent Coordinator routinely makes herself available to parents and has an open door policy. There is a computer in her office that is available to parents who want to check their child's progress in ARIS.

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community
  In recognition of the large Hispanic community, PS 44R sends home all school correspondence in English and in Spanish. Spanish translation is provided at all parent meetings. Global Connect is used regularly to communicate with parents.

- supporting parental involvement activities as requested by parents
  The Parent Coordinator welcomes activities initiated by parents and she works closely with the PTA.

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
  The Principal, the Parent Coordinator, and the Title I Committee are all diligent in ensuring that Title I funds are utilized with fidelity.

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs
  Parents are advised of this right at the Annual Title I meeting.

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

PS 44R has a wonderful tradition in place that addresses these points. After the morning pledge of allegiance and the announcements, a student recites the school-wide pledge addresses all of these points. Additionally, there is an at-home matrix.

- 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

V.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

District 31	Borough Staten Island	School Number 44
School Name Thomas C. Brown		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Joseph A. Miller	Assistant Principal Cynthia Leonard
Coach	Coach
ESL Teacher Elba McGarry	Guidance Counselor
Teacher/Subject Area Sonia Rodriguez/ Dual Language	Parent Marilyn Diaz Thomas
Teacher/Subject Area	Parent Coordinator Wonda Williams
Related Service Provider Karen Gomez / Bilingual Speech	Other Sarah L. Hamilton
Network Leader(Only if working with the LAP team)	Other Elizabeth Morrison

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers not currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	3
Number of certified ESL teachers not currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	815	Total number of ELLs	70	ELLs as share of total student population (%)	8.59%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								**0**
Dual Language (50%:50%)	2	2	1											**5**
Freestanding ESL														
Pull-out	2	2	2	2	2	2								**12**
SELECT ONE														**0**
Total	**4**	**4**	**3**	**2**	**2**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**17**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	**Newcomers (ELLs receiving service 0-3 years)**	34	**ELL Students with Disabilities**	29
SIFE	0	**ELLs receiving service 4-6 years**	34	**Long-Term (completed 6+ years)**	2

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	15	0	0	0	0	0	0	0	0	15
ESL	19	0	7	34	0	20	2	0	2	55
Total	**34**	**0**	**7**	**34**	**0**	**20**	**2**	**0**	**2**	70
Number of ELLs who have an alternate placement paraprofessional: 6										

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**
SELECT ONE	0	0	0	0	0	0								**0**
SELECT ONE	0	0	0	0	0	0								**0**
SELECT ONE	0	0	0	0	0	0								**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	4	46	8	52	3	24	0	0	0	0	0	0							**15**	**122**
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							**0**	**0**
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							**0**	**0**
TOTAL	**4**	**46**	**8**	**52**	**3**	**24**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**15**	**122**

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
SELECT ONE									**0**	**0**
SELECT ONE									**0**	**0**
SELECT ONE									**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
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): 15	Number of third language speakers: 8
Ethnic breakdown of EPs (Number): African-American: 61 Asian: 0 Hispanic/Latino: 68 Native American: 0 White (Non-Hispanic/Latino): 1 Other: 2	

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	6	15	8	17	7	11								**64**
Chinese	0	0	1	0	0	0								**1**
Russian	0	0	0	0	0	0								**0**
Bengali	0	0	0	0	0	0								**0**
Urdu	0	1	1	0	0	0								**2**
Arabic	1	1	0	1	0	0								**3**
Haitian	1	0	0	0	0	0								**1**
French	0	0	0	0	0	0								**0**
Korean	0	0	0	0	0	0								**0**
Punjabi	0	0	0	0	0	0								**0**
Polish	0	0	0	0	0	0								**0**
Albanian	0	0	0	0	0	0								**0**
Other	0	0	0	0	0	0								**0**
TOTAL	**8**	**17**	**10**	**18**	**7**	**11**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**71**

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	1	3	1	1	0	1								**7**

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)	5	8	7	3	3	3								**29**
Advanced (A)	2	5	2	14	4	7								**34**
Total	**8**	**16**	**10**	**18**	**7**	**11**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**70**

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	3	1	0	10
4	7	0	0	0	7
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	6	0	4	0	0	0	0	0	10
4	5	0	2	0	0	0	0	0	7
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	5	0	4	0	0	0	10
8									0
NYSAA Bilingual (SWD)									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				
Foreign Language				
Government				
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

TABLE A: TCRWP English Administration: September 2013
(September 2013 Scores Reported, Students' Grade in 2013-14 Represented)

	Level EE (Early Emergent)	Level A	Level B	Level C	Level D	Level E	Level F	Level G	Level H	Level I	Level J	Level K	Level L	Level M
K	50	0	0	0	0	0	0	0	0	0	0	0	0	0
1	16	12	13	5	4	0	2	1	0	0	0	1	0	0
2	0	0	4	3	5	1	3	2	4	3	3	1	1	1

In Table A, the September 2013 test scores for English literacy are reported. The students' grade in 2013-2014 (the current school year) is represented. All of the students in Kindergarten are reaing an an early emergent level. On Grade One, 16 students are reading on the early emergent level. 12 students are reading at a Level A. 13 students are reading at a Level B. 5 students are reading at a level C. 4 students are reading at a Level D. 2 students are reading at a Level F. One student is reading at a level G and one student is reading at a Level K. On Grade Two, no students are reading on the early emergent level. No students are reading at a Level A. 4 students are reading at a Level B. 3 students are reading at a Level C. 5 students are reading at a Level D. 1 student is reading at a Level E. 3 students are reading at a Level F. Two students are reading at a Level G. 4 students are reading at a Level H. 3 students are reading at a Level I. Three students are reading at a Level J. One students is reading at a Level K, one student is reading at a Level L, and one student is reading at a Level M. The main instructional implication based on these scores is that the students in the Dual Language program (whether EP or ELL) need targeted support for mastering fundamental reading skills in English.

TABLE B: TCRWP Spanish Administration: September 2013
(Winter 2013 Scores Reported, Students' Grade in 2013-2014 Represented)

	Level EE	Level A	Level B	Level C	Level D	Level E	Level F	Level G	Level H	Level I	Level J	Level K	Level L	Level M
K	49	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	48	10	0	0	0	0	0	0	0	0	0	0	0
2	0	11	4	3	1	3	2	2	0	0	0	0	1	0

In Table B, the September 2013 test scores for Spanish literacy are reported. The students' grade in the current school year is represented. In Kindergarten, all 50 students are reading in Spanish at the early emergent level. On Grade One, no students are reading in Spanish at the early emergent level. 48 students are reading at a Level A in Spanish. 10 students are reading at a Level B in Spanish. On Grade Two, 11 students are reading at a Level A in Spanish. 4 students are reading at a Level B in Spanish. 3 students are reading at a Level C in Spanish. One student is reading at a Level D in Spanish. 3 students are reading at a Level E in Spanish. 2 students are reading at a Level F in Spanish. 2 students are reading at a Level G in Spanish. One student is reading at a Level L in Spanish. The main instructional implication based on these scores is that this particular group of students needs targeted support for mastering fundamental reading skills in Spanish.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. TABLE C: FALL 2013 LAB-R ADMINISTRATION
(FOR INCOMING STUDENTS IN THE 2013-2014 SCHOOL YEAR)

Grades in 2013-2014	Level	# of ELLs	Raw Score Range
K	Beginning/Intermediate	6	0-17
K	Advanced	2	18-26
1	Beginning/Intermediate	3	0-20
3	Beginning / Intermediate	1	0-20
5	Beginning/Intermediate	1	0-20

Table C displays the results of the Fall 2013 LAB-R administration. The LAB-R was given to eligible newly enrolled students at PS 44R. As of this writing, there were 13 eligible newly enrolled students in Kindergarten. Of the Kindergarteners who took the LAB-R, 6 tested at the beginning/intermediate level. Their raw scores range from 0-17. 2 Kindergartners tested at the advanced level. Their raw scores ranged from 18-26. Three first graders tested at the beginning/intermediate level. One third grader tested at the beginning/intermediate level. The fifth grader who took the LAB-R tested at the beginning/intermediate level. The main instructional implication is that the majority of newly enrolled ELLs require eight periods (360 minutes) of ESL instruction per week in fundamental language skills. Two of the newly enrolled ELLs require four periods (180 minutes) of ESL instruction per week.

TABLE D: SPRING 2013 NYSESLAT ADMINISTRATION
(SPRING 2013 Scores Reported, Students' Current Grade in 2013-2014 Represented)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Beginner (B)	1	1	0	0	0	2
Intermediate (I)	8	7	3	3	3	24
Advanced (A)	5	2	14	4	7	32
Total Tested	14	10	17	7	10	58

Table D displays the general proficiency levels of the ELLs. In this table, ELLs are assigned one proficiency level that encompasses both their oral and their written language development. In the current school year, there are 14 first grade ELLs. One ELLs is classified as a beginner, 8 ELLs are classified as intermediate, and 5 ELLs are classified as advanced. There are 10 second grade ELLs. One ELLs is classified as a beginner, 7 ELLs are classified as intermediate, and 2 ELLs are classified as advanced. There are17 third grade ELLs. No ELLs are classified as beginners, 3 ELLs are classified as intermediate, and 14 ELLs are classified as advanced. There are 7 fourth grade ELLs. No ELL is classified as a beginner, 3 ELLs are classifed as intermediate, and 4 ELLs are classified as advanced. There are 10 fifth grade ELLs. No ELLs are classified as beginners, 3 ELLs are classified as intermediate, and 7 ELLs are classified as advanced. The Spring 2013 scores are reported but the students' current grades in 2013-2014 are represented in the tables.

After reviewing the Fall 2013 LAB-R administration and the Spring 2013 NYSESLAT administration, the distribution of ELLs in ability level is as follows: There are 13 ELLs at the beginner level. There are 24 ELLs at the intermediate level. There are 32 ELLs at the advanced level. The fact that there are more ELLs at the intermediate and advanced levels is an indication that the ESL program is effectively supporting the English language development of the students.

Scores for the 2013 Spring NYS English Language Arts test were reported. The students' grade in 2012-2013 (the previous school year) is represented. Among third grade ELLs, 6 ELLs scored a level one. 3 ELLs scored a level two. 1 ELL scored a level three. No ELLs scored a level four. Among fourth grade ELLs, 7 ELLs scored a level one. No ELLs scored a level two or a level three. No ELLs scored a level four. The weakness in written language as indicated from the NYSESLAT modality analysis is also apparent in the results of the ELA. Clearly as ELLs advance in grade levels, the demands placed on their written language skills increase. A strong implication for instruction is to focus on strengthening written language development.

Scores for the Spring 2013 NYS Math test were reported. The students' grade in 2012-2013 (the previous schools year) is represented. Among third grade ELLs, 6 ELLs scored a level one. 4 ELLs scored a level two. No ELL scored a level three. No ELL scored a level four. Among fourth grade ELLs, 5 ELLs scored a level one. 2 ELLs scored a level two. No ELLs scored a level three. No ELLs scored a level four. It is clear that ELLs need more support in developing the ability to articulate mathematical concepts in English.

Scores for the Spring 2013 NYS Science test were reported. The students' grades in 2012-2013 (the previous school year) is represented. Among fourth grade ELLs, one ELL scored a level one. 5 ELLs scored a level two. 4 ELLs scored a level three. No ELLs scored a level four. An obvious instructional implication based on these scores is that ELLs need more scaffolding in introducing scientific concepts.

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

3. The success of the language development program at PS 44R is evaluated based on the year to year progress that ELLs demonstrate on the NYSESLAT. The following tables will show the progress that ELLs have made on the NYSESLAT. Progress was evaluated via a comparison in overall proficiency levels.

The general NYSESLAT scores are divided into modality aggregates. The NYSESLAT scores are analyzed according to the oral modality (listening/speaking) and the written modality (reading/writing). Four proficiency levels are included: beginner, intermediate, advanced, and proficient. Each student's score is reported in both the oral and the written modality. It is common for a student to have different proficiencies in each modality. Due to a flaw in the RNMR report, the scale scores for each modality level are not available. While the raw scores for each modality are available, an accurate analysis of proficiency according to modality is not possible without the scale scores. Therefore, the analysis of proficiency in the NYSESLAT is confined to a discussion of overall proficieny levels. Should the scale scores particular to each modality become available, a granular analysis of procifiency in each modality will be performed.

TABLE E: ELLs MOVING FROM OVERALL BEGINNING TO OVERALL INTERMEDIATE PROFICIENCY
(Comparison between Spring 2012 and Spring 2013 NYSESLAT Scores)

Grade in 2013-2014	Number of ELLs
Grade 1	1
Grade 2	5
Grade 3	3
Grade 4	1

Table E shows movement from an overall beginning level to an overall intermediate level on the NYSESLAT. In grade one, 1 ELL went from beginning to intermediate. In grade two, 5 ELLs went from beginning to intermediate. In grade three, 3 ELLs went from beginning to intermediate. In grade four, 1 ELLswent from beginning to intermediate.

TABLE F: MOVING FROM OVERALL INTERMEDIATE TO OVERALL ADVANCED PROFICIENCY
(Comparison between Spring 2012 and Spring 2013 NYSESLAT Scores)

Grade in 2013-2014	Number of ELLs
Grade 1	1
Grade 3	2
Grade 5	3

Table F shows movement from an overall intermediate level to an overall advanced level on the NYSESLAT. In grade one, 1 ELL went from intermediate to advanced. In grade three, 2 ELLs went from intermediate to advanced. In grade five, 3 ELLs went from intermediate to advanced.

TABLE G: ELLs MOVING FROM OVERALL BEGINNING TO OVERALL ADVANCED
(Comparison between Spring 2012 and Spring 2013 NYSESLAT Scores)

Grade in 2013-2014	Number of ELLs
Grade 2	2
Grade 3	3
Grade 4	1

Table G shows movement from an overall beginning to an overall advanced level on the NYSESLAT. In grade two, 2 ELLs went from beginning to advanced. In Grade 3, 3 ELLs went from beginning to advanced. In Grade 4, 1 ELL went from beginning to advanced.

TABLE H: ELLs ACHIEVING OVERALL PROFICIENCY
(Comparison between Spring 2012 and Spring 2013 NYSESLAT Scores)

Grade in 2013-2014	Overall NYSESLAT Level in 2013	Overall NYSESLAT Level in 2012	Total Number of ELLs
Grade 2	P	I	2
Grade 2	P	A	1
Grade 3	P	I	1
Grade 3	P	A	2
Grade 5	P	A	3

Table H shows movement toward overall proficiency on the NYSESLAT. These are the students who have passed the NYSESLAT and who no longer receive language development support services. These students will receive transitional services for two years. Two grade 2 students were at the intermediate level based on the 2012 NYSESLAT score and achieved overall proficiency based on the 2013 NYSESLAT score. One grade 2 student was at the advanced level based on the 2012 NYSESLAT score and achieved overall proficiency based on the 2013 NYSESLAT score. One grade 3 student was at the intermediate level based on the 2012 NYSESLAT score and achieved overall proficiency based on the 2013 NYSESLAT score. Two grade 3 students were at the advanced level based on the 2012 NYSESLAT score and achieved overall proficiency based on the 2013 NYSESLAT score. Three grade 5 students were at the advanced level based on the Spring 2012 NYSESLAT score and achieved overall proficiency based on the 2013 NYSESLAT score.

The success of the language development support programs at PS 44R has been evaluated in terms of improvement in overall

proficiency levels in Tables E through H as described above. A total of nine students achieved overall proficiency in English and were able to pass the NYSESLAT (Table H). A total of seven ELLs moved from an overall level of beginning to an overall level of intermediate (Table E). A total of six ELLs moved from an overall level of intermediate to an overall level of advanced (Table F). A total of six ELLs moved from an overall proficiency level of beginning to an overall level of advanced (Table G). Movement from one overall proficiency level to a different proficiency level is the first form of evaluation.

The second form of evaluation is to consider progress within the same proficiency level. Whereas some ELLs made considerable progress and were able to move from proficiency level to another, other ELLs made progress within the same level. For these students, progress is measred in terms of raw scores and in terms of points gained on the NYSESLAT. However, the data required for this type of granualar analysis is not available as of this writing due to a flaw in the RNMR report.

4. For each program, answer the following:
   a. 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?

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

The development of literacy in Spanish for students in the Dual Language Program is monitored by Mrs. Rodriguez (1-89), by Ms. Chau (K-112), and by Mrs. Lorentzen (214). The development of literacy in English for students in the Dual Language Pragram is monitored by Jennifer Jimenez (1-91), by Ms. Torre (K-113), and by Mrs. Lorentzen (214). Mrs. Hamilton, in her capacity as Dual Language Coordinator also monitors the progress in English literacy and in Spanish literacy of the Dual Language students.

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

4c. The ELL Periodic Assessments have been an accurate prediction for how third, fourth, and fifth grade ELLs will fare on the NYSESLAT. The ELL Periodic Assessments gauge progress in the modalities of Listening, Reading, and Writing.

5. English proficient students (native English speakers) are assessed in Spanish through the Estrellitas reading program and through on-going assessments in TCRWP. As of this writing, the native language English speakers have been evaluated for the point of entry into the Estrellitas program. The level of language proficiency in Spanish is still quite low for native English speakers. This is reflective of the fact that these students are in Kindergarten or Grade One and are at the beginning of the Dual Language program; it is expected that their Spanish language proficiency will increase in Grade Two. These students will not face formal state testing until they are in the third grade.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

PS 44R has implemented a robust plan for Response to Intervention. There are two round of instructional intervention that last approximately twelve weeks. For the first six week cycle, students (including ELLs as necessary) are identified who are in need of Tier 2 intervention. Students receive Tier 2 intervention for six weeks. At the end of the six weeks, the students are assessed to gauge whether or not the instructional intervention was effective. Students who show progress will receive an additional three weeks of the same instructional intervention. Students who do not show progress will receive three weeks af a different type of instructional intervention. At the end of these three weeks, the progress of all students is measured. Students who have made progress will continue to receive core instruction (Tier 1). Students who have still not made progress will receive Tier 3 intervention. These students will be re-evaluated after three weeks. This RtI plan allows for Tier 2 and Tier 3 intervention to be introduced in a systematic way that is informed by data about the students' progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?
PS 44R has taken the increased instructional rigor implied by the Common Core State Standards into consideration for the past three years. The process of horizontal curriculum mapping has taken place on each grade level. Within these curriculum maps, differentiations for ELLS and SWDs have been incorporated into teacher created units of study. With the advent of ReadyGen and GoMath, the teachers at PS 44R have maintained the practice of creating lessons that feature multiple entry points of learning for ELLs and for SWDs. The next step in the process of aligning curriculum, instruction, and assessment so that all students are supported, is to engage in the vertical alignment of the literacy and math curriculums. The vertical alignment is the benchmark by which a teacher can judge weather or not a student will be adequately prepared for the demands of the following grade. The second language development of all students in the Dual Language program is an omnipresent concern as two of the three goals of the program are to prepare students who are bilingual and bi-literate.

7. 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?

7a. English proficient students (native English speakers) are assessed in Spanish through the Estrellitas reading program and through on-going assessments in TCRWP. As of this writing, the native language English speakers have been evaluated for the point of entry into the Estrellitas program. The level of language proficiency in Spanish is still quite low for native English speakers. This is reflective of the fact that these students are in Kindergarten, Grade One and Grade Two; it is expected that their Spanish language proficiency will increase.

7b. There is preliminary benchmark data to report from the Estrellitas Fall 2013 administration. This test administration was given to all of the Kindergarten, Grade One, and Grade Two students in the Dual Language Program. Table L below reveals the following trend.

TABLE I: Fall 2013 Estrellitas Benchmark Administration

Grade 13-14	Sonidos 0 -7	Sonidos 8-14	Sonidos 15-21	Sonidos 22-28	Silabas 'a'	Pal. 'a'	Ora 'e'	Silabas 'a-e'	Silabas 'a-e'	Pal. 'a-e'	Ora 'i'	Silabas 'a-e-i'	Silabas 'a-e-i-o'	Palabras
Grade K	33	11	5	0	0	0	0	0	0	0	0	0	0	0
Grade 1	0	0	0	41	7	0	1	1	1	1	2	1	0	0
Grade 2	2	1	0	2	2	2	2	1	1	0	0	0	0	0

The majority of Kindergartners are at the very beginning of acquiring literacy in Spanish. 33 students were able to correctly identify the sound for less than seven letters. 11 students were able to correctly identity between eight and fourteen sounds. Five students were able to correctly identify between fifteen and twenty-one sounds. Grade One students are in various stages of acquiring literacy in Spanish. While the majority of grade one students are mastering the letter-sound correspondence for Spanish, 14 students are on their way to

reading in Spanish. In Grade Two, 14 students have graduated from the Estrellitas program. Among the remaining students, 2 are able to correctly identify the sound for less than seven letters in Spanish. One student is able to correctly identify less than 14 sounds in Spanish. Two students are able to correctly identify less than 28 sounds in Spanish. Eight students are at the early stages of reading in Spanish.

7c. The students in the Dual Language program are in the early childhood grades. As of this writing, the oldest students in the Dual Language program are in the second grade. These students will not face the State and City assessments until next year (2014-2015) when they are in the third grade.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

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

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)

PS 44R is a Pre-Kindergarten through Grade Five elementary school located in Mariener's Harbor, Staten Island. The total number of students enrolled at PS 44R including Pre-Kindergarten is 899. The number of students enrolled at PS 44R NOT including Pre-Kindergarten is 815. For the purpose of the LAP, student enrollment is considered to be 815 (this number is reflective of grades K-5). As of this writing, there are 70 students who receive English Language support services. 70 students are in the Freestanding ESL program. 15 ELLs are also in the Dual Language Program. 8.59% (70 out of 815) of the students are classified as English Language Learners (ELLs). The current ELL population at PS 44R includes students whose native languages are Spanish, Arabic, Chinese, Urdu, and Haitain Creole.

Upon arriving at PS 44R for registration, each parent or guardian is given a HLIS (Home Language Information Survey) form to be completed. The LAB-R (Language Assessment Battery--Revised) Coordinator (Mrs. ELba McGarry) is responsible for reviewing the answers to questions one through eight. Questions one through four comprise Part I. Questions five through eight comprise Part II. Eligibility to be given the LAB-R is determined through parent responses to the questions in Part I and Part II based on the following guidelines. The LAB-R is to be administered if the parent checks a language other than English for at least one question in Part I and at least two questions in Part II. An informal interview will take place if a parent checks a language

other than English for at least one question in Part I, checks a language other than English for question number five in Part II and checks English for questions six, seven, and eight in Part II. Then the parent will be interviewed by Elba McGarry. A review of HLIS forms and parent interviews will be conducted by a trained pedagogue such as Elba McGarry or Sarah Hamilton. Please note that as of February 01, 2014, PS 44R will discontinue use of the LAB-R and begin to use the NYSITELL (New York State Identification Test for English Language Learners), in compliance with the State's timeline for implementation of the NYSITELL. Also in accordance with state regulations, the HLIS forms for all newly admitted students at PS 44R are reviewed by the LAB-R Coordinator to determine if the LAB-R needs to be administered. This is done almost immediately. Eligible students are administered the LAB-R within ten days of admission. Student information is updated on the ELPC function of ATS in a timely manner. Based on the results of the LAB-R, a parent orientation meeting is scheduled as needed. In the beginning of the school year, a parent orientation takes place during September. Other parent orientations will occur throughout the year as needed. In the beginning of the school year, a parent orientation takes place during September. Other parent orientations will occur throughout the year as needed. Once the HLIS forms have been reviwed and any necessary parent interviews have been conducted, the LAB-R test is administered to eligible students. Based on the results of the LAB-R, a child can be classified as a beginner, intermediate, or proficient in terms of English language ability. Children who are classified as proficient are not eligible for and do not receive English language development support services. A letter is sent home to the parents/guardians of these students stating that the students were administered the LAB-R and do not qualify for English language development support services based on their scores. Children who are classified as either beginner or intermediate are now eligible for and can receive English language development support services. These children will now be classified as "ELLs" (English Language Learners). Those children whose native language is Spanish LAB to determine language dominance. Elba McGarry administers the Spanish LAB to students who are eligible for ESL services as determined by the LAB-R whose native language has been identified as Spanish according to the HLIS.
The LAB-R Coordinator is Elba McGarry, a full-time ESL teacher. Mrs. McGarry is a certified ESL teacher who also holds a bilingual extension. Mrs. McGarry is responisble for reviewing the HLIS forms to dtermine eligibility to take the LAB-R. Mrs. McGarry also determines of the informal interview is necessary. She is fluent in both English and Spanish. Sarah Hamilton, the ESL/Dual Language Coordinator is also a certified ESL teacher. Mrs. Hamilton can conduct the informal interview in Mandarin Chinese should the need arise.

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.

When a child is determined to be eligible for English language development support services, an entitlement letter is sent home to the parent/guardian with a line on the bottom of the page where the parent/guardian should sign his/her name and return the signed letter to the school. Mrs. Elba McGarry keeps a copy of all entitlement letters that have been sent home with the students. Copies of the entitlement letters are kept on file because a variety of stituations occur. Sometimes the parents/guardians rip off the bottom of the entitlement letter and only return the part of the letter with their signature. Sometimes the entire letter is returned with a parent/guardian signature at the bottom. Sometimes there is no response. In cases where the entitlement letters are not returned, Mrs. Mcgarry will call home. The entitlement letters are sent home in the student's native language and in English. An invitation will also be included with the entitlement letter indicating when, where, and what time the orientation will take place. Mrs. McGarry also calls each student's home to encourage and remind parents/guardians to attend the orientation. Mrs. McGarry is certified as an ESL teacher, as a Common Branches teacher, and she has a bilingual extension to her Common Branch license.
At the orientation, parents/guardians are welcomed with refreshments and must sign in. An agenda is handed out. It is in English and Spanish. The typical agenda for an orientation is: Greeting and Introduction, Criteria for Identification of ELLs (HLIS) form, notification of LAB-R results, overview of ELL programs, District 31 options for ELLs, viewing of the orientation video for parents of English Language Learners, a question/answer period and the explanation of and completion of the Program Selection Form. Parents complete the Program Selection Form and return it to Mrs. McGarry. In the event that Mrs. McGarry cannot conduct the parent orientation, Mrs. Sarah Hamilton will conduct the orientation. Mrs. Hamilton is a certified ESL teacher.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

The proficiency of ELLs is determined through the annual administration of the NYSESLAT. Based on the scores each student

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

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.

   At PS 44R, students who have been identified as ELLs fall into two categories: there are 70 students in the Freestanding ESL program and 15 students are also in the Dual Langauge program. ELLs in the Dual Langauge program are serviced by Mrs. McGarry, an ESL teacher in the Freestanding ESL program. Students are placed into the Freestanding ESL program in the following ways: They test in through their scores on the LAB-R. The LAB-R discriminates between the beginning and intermediate levels. All students continuing in the Freestanding ESL program at PS 44R are in the program according to parent/guardian choice.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

Name	Speaking	Listening	Reading	Writing
Juana Doe	05/01/13	05/08/13	05/09/13	05/10/13

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

6. 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.) 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 discussion of program selection trends is confined to the following school years: 2009-2010, 2010-2011, 2011-2012, and the current 2012-2013 school year. In the 2009-2010 school year, a review of the parent selection forms and continued entitlement letters reveals that 7 ELLs were in the Bilingual Special Education class, 64 ELLs were in the Freestanding ESL program, and 6 ELLs were X-coded. In that year, there were 11 newly identified ELLs. The parents/guardians of 7 ELLs chose the Freestanding ESL program. The parents/guardians of 2 ELLs chose a transitional bilingual education class. These 2 ELLs were placed into the Freestanding ESL program because not enough parents chose a transitional bilingual education class as the mode of language

development support services. The parents who chose a bilingual education class were informed that their children would be placed into th Freestanding ESL program instead. If 13 more parents/guardians of ELLs who share a native language choose a transitional bilingual education class as the mode of language development support services for their children, then a transitional bilingual education class would be opened. The parents were informed of the need for 15 or more parents/guardians of ELLs who share a native language to choose transitional bilingual education in order to open a class. It should be noted that the 15 ELLs must either be in the same grade or two continguous grades. 1 parent/guardian chose a Dual Language Program. When it was explained to this parent/guardian that PS 44R did not have a Dual Language program at that time, the parent/guardian chose the Freestanding ESL program for their child. In the 2010-2011 school year, a review of the parent selection forms and continued entitlement letter reveals that 9 ELLs are in the Bilingual Special Education class, 67 ELLs are in the Freestanding ESL program, and 4 ELLs have been X-coded. There were 19 newly identified ELLs in that year. The parents/guardians of 18 ELLs chose the Freestanding ESL program. The parents/guardians of 1 ELL chose a Dual Language program. This ELL was placed in the Freestanding ESL because PS 44R did not have a Dual Language program at that time. When it was explained to this parent/guardian that PS 44R did not have a Dual Language program at that time, the parent/guardian chose the Freestanding ESL program for their child. Please note that the practice of X-coding students took place during a time when the practice was permissible. Since New York State has recently decided that the practice of X-coding ELLs is no longer acceptable, PS 44R is in compliance and no longer X-codes ELLs. In the 2011-2012 school year, a review of the parent selection forms and continued entitlement letters reveals that 5 ELLs were in the Bilingual Special Education class, 73 ELLs are in the Freestanding ESL program, and 6 ELLs are in the Dual Language Program. There were 9 newly identified ELLs. The parents/guardians of 6 ELLs chose the Dual Language Program. The parents/guardians of 3 ELLs chose the Freestanding ESL program. In the 2012-2013 school year, a review of the parent selection forms and continued entitlement letters reveals that 85 ELLs were in the frestanding ESL program, and that 14 ELLs were also in the Dual Language Program. There were 17 newly identified ELLs. The parents/guardians of 10 ELLs chose the freestanding ESL program. The parents of 7 ELLs chose the Dual Language Program. In the current 2013-2014 school year, a review of the parent selection forms and continued entitlement letters reveals that 70 ELLs are in the freestanding ESL program, and that 15 ELLs are also in the Dual Language Program. There are 13 newly identified ELLs this year. The parents guardians of 7 ELLs chose the freestanding ESL program. The parents of 6 ELLs chose the Dual Langauge Program.

Based on the program selection forms and continued entitlement letter, the trend for parental choice has clearly been to place ELLs into a Freestanding ESL program. Whenever a parent/guardian selected a transitional bilingual education class as their first choice, they were given to the option to move their child to a school that offers a transitional bilingual education program. In each case, the parent/guardian chose to pace their child into the Freestanding ESL program at PS 44R rather than change schools. All parents/guardians were informed of the obligations of the school to open a transitional bilingual education class in the event that 15 parents/guardians of ELLs (who share a native language and are in the same grade or two contigouous grades) choose transitional bilingual education as the mode of language development support services. There is communication throughout the school year between the providers of language development support services and the parents/guardians of ELLs. Every attempt is made to place an ELL into the program that his/her parents/guardians selected. In situations where the parents/guardians' first choice cannot be honored, alternatives are discussed. All parents of ELLs in Kindergarten, Grade One, and Grade Two were offered the Dual Language Kindergarten as a choice. Of the 8 Kindergarten ELLs, 4 ELLs are in the Dual Language Kindergarten. Of the 16 Grade One ELLs, 8 ELLs are in the Dual Language Program. Of the 10 Grade Two ELLs, 3 ELLs are in the Dual Langauge Program. The placement of ELLs into either the freestanding ESL program, or the Dual Language program, is aligned to parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

1. The freestanding ESL program at PS 44R is a full pull-out model. The pull-out component will service students in Kindergarten through Grade Five. The pull-out component will also service the 15 ELLs in the Dual Language program. The pull-out model of the Freestanding ESL program is heterogeneous, which means that all ELLs on the same grade will receive ESL instruction at the same time regardless of proficiency level. All beginning and intermediate ELLs in the Freestanding ESL program will receive 360 minutes of ESL instruction. All advanced ELLs will receive 180 minutes of ESL instruction from the ESL teacher and 180 minutes of ELA instruction from their classroom teacher. The language of instruction is English. While the language of instruction is English, the ESL classroom has a library that features books in both Spanish and English.

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)?

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1	PREP	PREP	PREP	PREP	Kindergarten All Levels
Period 2	Kindergarten All Levels	Grades 2/3 Begin & Inter	Grade One All Levels	Kindergarten All Levels	Grades 2/3 Begin & Inter
Period 3	Kindergarten All Levels	Grades 2/3 Begin & Inter	Grade One All Levels	Grades 2/3 Begin & Inter	Grades 2/3 Begin & Inter
Period 4	Grades 2/3 Begin & Inter	Kindergarten Begin & Inter	Grades 2/3 Begin & Inter	Grades 2/3 Begin & Inter	PREP
Period 5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 6	Grade One All Levels	Grade One All Levels	Kindergarten All Levels	Grade One All Levels	Kindergarten All Levels
Period 7	Grade One All Levels	Grade One All Levels	Kindergarten All Levels	Grade One All Levels	Grades 2/3 Advanced

Mrs. Hamilton, the Dual Language / ESL Coordinator and ESL teacher, has the following schedule.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Period 1	Grades 2/3 Advanced	Grades 4/5 Begin/Inter	Grades 4/5 All Levels	Program Evaluation	Grades 2/3 Advanced
Period 2	Grades 4/5 All Levels	Grades 4/5 Begin/Inter	Grades 4/5 All Levels	Program Evaluation	Grades 4/5 Begin/Inter
Period 3	Grades 4/5 All Levels	Dual Language (DL) Departement Meeting	Grades 2/3 Advanced	PreK DL Meeting	Grades 2/3 Advanced
Period 4	PREP	Program Evaluation	Curriculum Writing	Kindergarten DL Meeting	PREP
Period 5	Gr. 2 DL Meeting	Program Evaluation	Curriculum Writing	PREP	ELL Compliance Check
Period 6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 7	Gr. 1 DL Meeting	Data Analysis	Data Analysis	Data Analysis	Data Analysis

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

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

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 foster language development and meet the demands of the Common Core Learning Standards.

The Freestanding ESL program at PS 44R is a pull-out program at all grade levels. The ESL teachers will be pulling students out during the literacy portion of the curriculum. The structure of the lessons in the ReadyGen Curriculum follows a general pattern. There is a whole group lesson in which the concept for the unit of study is introduced. After the whole group lesson, the students are split into small groups for targeted instruction on language and content skills. At the end of the lesson, the entire class re-groups for a whole-class share. The majority of the instruction time is spent working with the students in small groups. The language of instruction is English. Additional language support is provided to ELLs through the use of individualized word walls, use of increased visual aids, and explicit grammar instruction when necessary. In order to meet the demands of the Common Core Learning Standards, the ESL teachers will provide scaffolded support for both content area and language needs.

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

In the Dual Language Program, Go Math is used in the English classroom and Vivan Matematicas is used in the Spanish

classroom. Harcourt Social Studies is used for Social Studies instruction in English and the parallel curriculum is used for Social Studies instruction in Spanish. Harcourt Science is used for science instruction in English and the parallel Spanish curriculum is used for science instruction in Spanish. Because ReadyGen is not available in Spanish, the Dual Language program continues to utilize StoryTown (English) and Villa Cuentos (Spanish) as the literacy curriculum in Kindergarten and Grade One. The Dual Language Grade Two class is piloting the literacy curriculum Journeys (English) and Senderos (Spanish). The students in the Dual Language Program receive instruction in Spanish from Ms. Chau (Kindergarten), from Mrs. Rodriguez (Grade One), and from Mrs. Lorentzen (Grade Two) and they receive instruction in English from Ms. Torre (Kindergarten), from Mrs. Jimenez (Grade One), or from Mrs. Lorentzen (Grade Two). Students in the Dual Language program receive instruction in Health (English), in Music (English and Spanish), in gym (English), in Science (English) and in computers (English).

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

PS 44R has a growing Dual Language program. This program features instruction in English and Spanish. In order to appropriately evaluate the native language of the ELLs (Spanish) PS 44R is participating in the Estrellitas pilot study. Estrellitas is a Spanish reading program that features both formal and informal literacy assessments. Villa Cuentos and Senderos are Spanish literacy programs that feature formative assessments. StoryTown and Journeys are English literacy programs that feature formative assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teachers utilize an array of informal and formal assessment tools to ensure that the ELLs' progress in speaking, listening, reading, and writing is regularly monitored throughout the year. Informal assessment tools include a checklist of skills particular to each modality. It is important to stress that although not every modality is assessed during every lesson, nevertheless every modality is regularly assessed. For ELLs in grades three, four, and five, an ELL Periodic Assessment is given twice a year. This is a formal assessment tool that is intended to assess the ELLs readiness for the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. PS 44R does not currently have any SIFE students. The plan for a SIFE student is this: (1) grade-level and age appropriate placement, (2) identification as an ELL, (3) parent choice of program, and (4) instructional strategies geared towards newcomers. A SIFE student needs a lot of support in order to have access to an education. The guidance counselor and the ESL teacher will work with the classroom teacher to create an individualized plan to help the student.

6b. To meet the diverse needs of the ELLs, CALLA (Cognitive Academic Language Learning Approach) will be used. This approach is uniquely suited to the diverse needs of ELLs at PS 44R. For ELLs receiving no more than three years of language development support services, CALLA is vital to developing social, strategic listening skills while developing academic language skills. ELLs in this category face a double challenge because these students are expected to develop both the social language they need to function within their community and these students are expected to develop academic language in time to take the required New York State ELA and Math tests.

6c. For ELLs receiving four to six years of language development support services, CALLA can be adapted to help the students develop more sophisiticated content are vocabulary and more complex written skills.

6d. The long-term ELLs who have received more than six years of language development support services have had tremendous difficulty in acquiring reading and writing skills. An initial evaluation of these students' records show that both students are ELLs-SWDs.

This will be the seventh year of ESL for both students. It is possible that these students have cognitive issues in addition to poor written language development. For these students, a series of needs assessments should take place. In terms of ESL instruction, the ESL teachers will evaluate the students to determine the greatest areas of weakness.

6e. At PS 44R there are 9 students who reached proficiency on the Spring 2013 adminsitration of the NYSESLAT. All 9 students are entitled to two years of transitional support. For the second grade students who reached proficiency, transitional support will be available through participation in the extended day program. For the third and fifth grade students who reached proficiency, transitional support will be available through extended time provided on the ELA, Math, and Science tests, as well as focused, small-group instruction. These students will also be provided with additional support through participation in the Title III program. All former ELLs are eligible for an extension of time (time and a half) on the state ELA, math, and science tests.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				

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				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

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

100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

9. 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. At PS 44R, three ELL subgroups receive targeted intervention programs. The largest ELL subgroup are the students that have been identified as ELLs-SWDs. The following interventions will be provided: differentiated small group instruction, Tier 2 and Tier 3 instruction (the RtI protocol) as necessary and specialized interventions via ThinkCentral. Individualized small group instruction will engage the students through different learning modalities based on Howard Gardner's theory of multiple intelligences. The Tier 2 and Tier 3 interverntions will be tailored to meet the needs of the individual student. ThinkCentral will enhance the reading-writing connection through activities such as bookmaking, that engage the students in reading and writing. The language for these targeted intervention programs is English.

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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ESL program utilizes curriculum that is aligned to the CCSS. The ESL teachers support the ELLs as they acquire both content area and language skills by providing instruction in both content area skills and language skills. Within the four language modalities of listening, speaking, reading, and writing, the ESL teachers infuse specific content area skills. All of the instruction provided by the ESL teachers is very intentional.

11. What new programs or improvements will be considered for the upcoming school year?

11. For the 2013-2014 school year, the Freestanding ESL program will utilize a pull-out model. There is a Dual Language Program in Kindergarten, Grade One, and Grade Two. Interested readers are referred to the schedules for Mrs. McGarry and Mrs. Hamilton that appear in this document. Interested readers are also referred to the schedules for Mrs. Jimenez, Mrs. Rodriguez, Mrs. Lorentzen, Ms. Torre, and Ms. Chau that appear in section 3 of this document.

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. The following technological suppoprt for ELLs is in place: Laptops are available in the ESL classroom, smart boards are used throughout the school, the school has a state-of-the-art computer lab, students receive instruction in computers, overhead projectors are available throughout the school, and a variety of computer-based instructional materials are utilized. In the pull-out componnent of the ESL program, Rosetta Stone is used to support the development of oral language and Lexia is used to suopport the development of written language. In KIndergarten through Grade Five, Go Math is the math curriculum of choice. Harcourt Science is the science curriculum that is available to all of the grades. In addition to the science instruction provided by the classroom teachers, there is a lower grade science cluster teacher and an upper grade science cluster teacher. Harcourt Social Studies is the Social Studies curriculum that is available to all of the grades. In addition to the Social Studies instruction provied by the classroom teachers, there is a lower grade Social Studies cluster teacher.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. Any identification of newly enrolled ELL students prior to the beginning of the school year is dependent upon the availability of appropriately trained staff to administer the LAB -R (NYSITELL , after February 01, 2014). During the school year, new ELLs are placed in grade appropriate classrooms. Newly enrolled ELLs are welcomed into the PS 44R community, and are given equal opportunity to participate in the extra-curricular activities alongside their classmates.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

19a. Each of the teachers in the Dual Language program is responsible for instruction in math, literacy, social studies, and science. Ms. Torre (K-113) is responsible for English instruction. Ms. Chau (K-112) is responsible for Spanish instruction. Thus Ms. Torre will teach math, literacy, social studies, and science in English to all of the students enrolled in the Dual Language Kindergarten program. Ms. Torre will teach in English to her class (K-113) and to Ms. Chau's class (K-112). Ms. Chau will teach in Spanish to her class (K-112) and to Ms. Torre's class (K-113). This pattern is continued in Grade One. Mrs. Jimenez (1-91) is responsible for English instruction. Mrs. Rodriguez (1-89) is responsible for Spanish instruction. Thus, Mrs. Jimenez will teach math, literacy, social studies, and science in English to all of the students enrolled in the Dual Language Grade One program. Ms. Jimenez will teach in English to her class (1-91) and to Mrs. Rodriguez's class (1-89) on alternate days. Mrs. Rodriguez will teach in Spanish to her class (1-89) and to Mrs. Jimenez's class (1-91) on alternate days. In Grade Two, Mrs. Lorentzen (214) will teach her class in English and in Spanish on alternating days. Mrs. Lorentsen will deliver instruction in all of the content areas in English and in Spanish. For native English speakers (EPs) and for native Spanish speakers (ELLs), 50% of the instruction is in English and 50% of the instruction is in Spanish. All students spend roughly equal amounts of time learning in their native language and in their target language. Parallel curriculums in English and Spanish are in place to facilitate the delivery of instruction in both languages.

19b. In the Dual Language program, EPs and ELLs are integrated for the majority of the instructional day.

19c. In the Dual Language Kindergarten program, students receive instruction for half a day in English and receive instruction for the other half of the day in Spanish. Ms. Chau (K-112) and Ms. Torre (K-113) switch the classes after lunch. In the Grade One Dual Language program, students receive instruction in English and in Spanish on alternate days. Mrs. Rodriguez (1-89) and Mrs. Jimenez (1-91) alternate classes. In the Grade Two Dual Language class, Mrs. Lorentzen alternates instructional days in English with instructional days in Spanish.

Students alternate between English instruction with Ms. Torre (K-113) and Spanish instruction with Ms. Chau (K-112). In the Dual Language KIndergarten program, Mrs. Jimenez welcomes students into a classroom that is print-rich in English. Mrs. Rodriguez welcomes students into a classroom that print-rich in Spanish. A sample schedule for Ms. Torre (K-113) appears below:

Ms. Torre, English (K-113)

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

A sample schedule for Ms. Chau, Spanish (K-112) appears below:

	MON (K-112)	TUE (K-113)	WED (K-112)	THU (K-113)	FRI (K-112)
Period 1	Reading	Reading	Math	Reading	Math
Period 2	Writing	Writing	Science	Writing	Music (PREP)
Period 3	Gym (PREP)	Science (Prep)	Science (Prep)	Math	Reading
Period 4	LUNCH	LUNCH	Science	Health (PREP	Writing

Period 5	Literacy	PREP	LUNCH	LUNCH	LUNCH
Period 6	(113) Reading	(112) Reading	(113) Social Studies	(112) Reading	(113) Reading
Period 7	Writing	Writing	Social Studies	Writing	Writing

In the Dual Language Grade One program, Mrs. Jimenez (1-91) welcomes students into a classroom that is print-rich in English. Mrs. Rodriguez (1-89) welcomes students into a classroom that is print-rich in Spanish. A sample schedule for Mrs. Jimenez (1-91) appears below:

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

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

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

In the Dual Language Grade Two class, Mrs. Lorentzen welcomes students into a classroom that is print-rich in both Spanish and English. A sample schedule for Mrs. Lorentzen appears below:

A sample schedule for Mrs. Lorentzen (214) appears below:

	MON (Spanish)	TUE (English)	WED (Spanish)	THU (English)	FRI (English)
Period 1	Word Work	Word Work	Computers (PREP)	Word Work	Word Work
Period 2	Reading	Reading	Word Work	Reading	Computers (PREP)
Period 3	Writing	Computers (PREP)	Reading	Writing	Reading
Period 4	Math	Writing	Writing	Math	Writing
Period 5	Gym (PREP)	Math	Math	Social Studies	Math
Period 6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 7	Social Studies	Science	Social Studies	Science (PREP)	Social Studies

19d. A side by side model is used in the Dual Language program in Kindergarten and Grade One. A self-contained model is utilized in Grade Two. PS 44R has two Kindergarten and two Grade One Dual Language classes via the side by side model. The side by side model allowed PS 44R to have two dual language classes rather than just one dual language class. on each grade This means that a cohort of 50 students learning two languages is possible rather than one class of 25 students. In Grade One, a cohort of 64 students is possible. The idea is to open the Dual Language program to as many students as possible. In Grade Two a self-contained model was adopted to accommodate the enrollment constraints of Grade Two. It was felt that it was developmentally appropriate to keep the Pre-Kindergarten students with the same teacher (rather than to alternate teachers). It was decided that it was preferable to maintain one Grade Two Dual Language class with a healthy enrollment rather than attempt to maintain two Grade Two classes with a modest enrollment.

19e. Emergent literacy is taught in both the child's native language, and in the child's second language. PS 44R has adopted a simultaneous model for literacy development.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here.

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

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

The school wide calendar reflects the variety of professional development around providing high-quality instruction to ELLs that staff members at PS 44R have been engaged in during the 2013-2014 year. The calendar includes past, present, and future professional development aimed at teachers of ELLs. PS 44R has implemented the GoMath curriculum at all grade levels, Kindergarten through Five. PS 44R has implemented ReadyGen at all grade levels, with the exception of the Dual Language program. Teachers have received in-house and off-site professional development concerning the implementation of ReadyGen and GoMath. ReadyGen and GoMath are aligned to the Common Core standards. In the Dual Language program, StoryTown /Villa Cuentos is used in Kindergarten and Grade One. The teachers have worked to align this bilingual literacy curriculum to the Common Core Learning Standards. In the Grade Two Dual Language class, Journeys/Senderos is being piloted. Professional development in this new bilingual literacy curriculum is on-going throughout the school year. Journeys/Senderos is being piloted because it is aligned to the Common Core.

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

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

D. Parental Involvement

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

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

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

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

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

Places.

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

E. 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.

While the intent of the LAP is to describe programs for ELLs in grades Kindergarten through Five, PS 44R has been given the honor of opening up the first Dual Language Pre-Kindergarten on Staten Island. In September 2013, PS 44R opened its first Dual Language Pre-Kindergarten class. There are nine native Spanish speakers and nine native English speakers in the Dual Language Pre-Kindergarten class. It was felt that it was developmentally appropriate to keep the Pre-Kindergarten students with the same teacher (rather than to alternate teachers), therefore the Dual Language Pre-Kindergarten class follows a self-contained model. The teacher, Mrs. Rost, alternates between English and Spanish.

Part VI: LAP Assurances

School Name: Thomas C. Brown		**School DBN:** 31R044	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph A. Miller	Principal		11/14/13
Cynthia Leonard	Assistant Principal		11/14/13
Wonda Williams	Parent Coordinator		11/14/13
Elba McGarry	ESL Teacher		11/14/13
Marilyn Diaz Thomas	Parent		11/14/13
Sonia Rodriguez	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Sarah L. Hamilton	Other ESL / DL Coordinator		11/14/13
Elizabeth Morrison	Other Data Specialist		11/14/13
Karen Gomez	Other Bilingual Speech		11/14/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 609

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

Part A: Needs Assessment Findings

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

Both quantitative and qualitative methodologies wew used in the analysis of the need for translation services at PS 44R. Three sources of data that informthis particular needs analysis are: (1) School Progress Report, (2) Quality Review, and (3) Learning Environment Survey. These three documents are available through the school's DOE website and are qualitative in nature. The Parent Coordinator distributed a survey to all parents at the beginning of the school year. The survey is qualitative in nature. Based on the information in the School Progress Report, the Quality Review, the Learning Environment Survey, and the Parent Survey, the largest translation need is Spanish. Of the 70 English Language Learners at PS 44R, 63 students have Spanish as a native language, 3 students have Arabic as a native language, 1 students has Mandarin Chinese as a native language, 2 students have Urdu as a native language, and 1 student has Haitian-Creole as a native language. The English Language Learner population at PS 44R is predominantly Spanish speaking. Clearly, the most immediate translation need is for documents to be translated from English into Spanish.

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

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

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

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

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

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

PS 44R will provide oral interpretations of the following languages: Spanish, Mandarin Chinese, Urdu, Arabic, and Haitian Creole. Two primary options for language interpretation services will be utilized: (1) School staff /parent volunteers who will translate from English to another language and (2) the Parent Coordinator (Mrs. Wonda Williams) will arrange for translators in Mandarin Chinese, Urdu, Arabic, and Haitian Creole. In the 2013-2014 school year, PS 44R has engaged the services of The Big Word. The Big Word is a company that provides simultaneos translation to the large Spanish speaking community at PS 44R. At each PTA meeting, Parent Workshp, and Open School Night, a translator (who is fluent in Spanish and English) is present. The translator speaks Spanish into a microphone while the meeting is conducted

in English. There are 25 headsets available to Spanish speaking parents, who can utilize the headsets to listen to the simultaneous translation. The Parent Coordinator meets with the translator before each event and provides copies of any handouts. This allows the translator to be familiar with the content of the meeting ahead of time. These oral translation options will be available at all parent meetings and workshops. Parents are also provided with these options for individual meetings. Every effort is made to communicate with the parents in their native language.

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo #66 or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Thomas C. Brown	DBN: 31R044
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 32 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part D: Parental Engagement Activities
during the spring months. The focus of each family game night will be on math and literacy games that parents can play with their children to build academic skills while having fun. The night will begin around 5:00pm and will end at 8:00pm. This activity is meant to be a fun, creative, and exciting way to generate parental engagement. In January, March, and May, a Parent Academy will run for two hours per session. The focus of the Parent Academy in January will be on how parents can help their children with literacy skills. The focus of the Parent Academy in March will be on how parents can help their children with math skills. The focus of the Parent Academy in May will be on activities that parents can do with their children to maintain the skills their children have learned throughout the school year. Parents will be notified of these activities via announcements sent home with their children, phone calls from the Parent Coordinator, and announcements on the school's website. Communication with the parents will take place in English and Spanish, as well as any other native language spoken by the parents (tentatively: Mandarin Chinese, Arabic, Urdu, Niger-Congo, and an Afghani dialect). The parent engagement activities will be organized by Sarah L. Hamilton with the support of the Parent Coordinator and other teachers who work with ELLs.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	$8,804.69	Per session salaries for two teachers and one administrator for the After School ELL Academy (Teachers)*(Total Hours)*(Rate Per Hour) = (1)*(57)*($50.19) = $2,860.83 (1)*(57)*($50.19) = $2,860.83 Subtotal: = $5,721.66 (Administrator)*(Total Hours)*(Rate Per Hour) = (1)*(28)*($52.52) = $1,470.56 Subtotal: = $1, 470.56 (Secretary)*(Total Hours)*(Rate Per Hour) =

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		(1)*(3)*($30.93) = $92.79 Subtotal for ELL Academy = $7,285.01 Per Session salaries for Family Game Night: Winter (Teachers)*(Total Hours)*(Rate Per Hour) = (1)*(3)*($50.19) = $150.57 (1)*(3)*($50.19) = $150.57 (1)*(3)*($50.19) = $150.57 (1)*(3)*($50.19) = $150.57 Subtotal: = $602.28 (Adminsitrator)*(Total Hours)*(Rate Per Hour) = (1)*(3)*($52.52) =$157.56 Subtotal for Winter Game Night: $759.84 Per Session salaries for Family Game Night: Spring (Teachers)*(Total Hours)*(Rate Per Hour) = (1)*(3)*($50.19) =$150.57 (1)*(3)*($50.19) =$150.57 (1)*(3)*($50.19) =$150.57 (1)*(3)*($50.19) =$150.57 Subtotal: = $602.28 (Administrator)*(Total Hours)*(Rate Per Hour) = (1)*(3)*($52.52) =$157.56

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Subtotal for Spring Game Night: $759.84 Total: = $8,804.69
Purchased services • High quality staff and curriculum development contracts.	$0.00	$0.00
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	$1,977.31	These materials include perishable classroom materials and curriculum supplies for the after-school ESL Academy. Perishable classroom materials: (paper, crayons, pencils, chart paper, folders, binders) Subtotal: = $220.41 Curriculum Supplies: Language Proficiency Intervention Kits, Level 3: = $389.00 Language Proficicency Intervention Kits, Level 4: = $389.00 Strategies for Understanding Nonfiction, Teacher Guide: (2)*($21.95) = $43.90 Strategies for Understanding Nonfiction, Student Editions: Quantity*Set*Price Per Set (3)*(10)*($179.00) = $537.00 Easy to Read Biographies (A

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		collection of 20 titles) (4)*($99.50) = $398.00 Shipping and Handling: Subtotal for Curriculum Supplies: = $1,756.90 Total: = $1,977.31
Educational Software (Object Code 199)	$0.00	$0.00
Travel	$0.00	$0.00
Other	$418.00	Books for Continuous In-House Development (12)*($24.95) = $299.40 Shipping and Handling = $0.00 Taxes = $26.20 Subtotal for books: = $318.60 Permit for Family Game Night: Winter = $50.00 Permit for Family Game Night: Spring = $50.00 Subtotal for permits: = $100.00 Total: = $418.00
TOTAL	$11,200	$11,200