



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: CS44 DAVID C. FARRAGUT
DBN (i.e. 01M001): 12X044
Principal: MELISSA HARROW
Principal Email: MHARROW2@SCHOOLS.NYC.GOV
Superintendent: MYRNA RODRIGUEZ1
Network Leader: ELMER MYERS

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
Melissa Harrow	*Principal or Designee	
Melissa Mackhanlall	*UFT Chapter Leader or Designee	
Madeline Quintana	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Adele Jacobs	Member/	
Joan Lannon	Member/	
Susan Agosto	Member/	
Loreen Walker	Member/	
Yaheli Garndo	Member/ Parent	
Shashonna Robinson	Member/ Parent	
Angelletta Smith	Member/ Parent	
Vanessa Pizarro	Member/ Parent	
Lorely Calado	Member/ Parent	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 12X044

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	341	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.6%	% Attendance Rate		89.1%	
% Free Lunch	94.9%	% Reduced Lunch		3.7%	
% Limited English Proficient	10.2%	% Students with Disabilities		15.8%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American		30.8%	
% Hispanic or Latino	66.9%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	0.6%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	1.31	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		5.2%	
% Teaching with Fewer Than 3 Years of Experience	13.8%	Average Teacher Absences		9.6	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	15.2%	Mathematics Performance at levels 3 & 4		18.6%	
Science Performance at levels 3 & 4 (4th Grade)	65.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The 12-13 SCEP was focused on instructional quality and aligning our work with the Common Core expectations. The SCEP was successful in helping us increase our academic performance. We had 15% proficiency in ELA and 18% proficiency in mathematics as defined by the NYS Exams.			
Describe the areas for improvement in your school's 12-13 SCEP.			
While we had much academic success from the 12-13 SCEP, we must continue this work to ensure that all of our scholars achieve at or beyond academic expectations. We must continue our work until 100% of our scholar meet academic expectations.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The biggest challenge was face is time. We had a lot to accomplish within a short period of time.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We believe our SCEP was successfully implemented as evidenced by our NYS Test Results.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
After completing a needs assessment, our biggest challenge was deciding where to focus our efforts that would result in the greatest impact on student achievement.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
We are targeting an increase of 10% in academic expectations for all sub-groups.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will share the SCEP at staff meetings and make the document publically available to all staff members.			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action is that great teaching results in high levels of student achievement. We have dedicated resources to ensure that all of our teachers have the best training possible which in turn will allow them to do the best work possible with our scholars. We also believe that our school community must work together to share best practices.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Our SCEP is built around collaboration in our community that will yield greater student achievement. We are developing teacher teams and focusing our time on academics.			
List the key elements and other unique characteristics of your school's SCEP.			
Our SCEP provides both high levels of support and high levels of challenges to our school community. For example, we are providing high-quality professional development that will push our teachers to increase academic rigor in their classrooms. To support this implementation, we are allowing time for teachers to work together and additional supports for scholars to ensure their success.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
We believe we have the capacity to oversee and manage this improvement plan. We have developed all the systems and structures needed to allow this plan to be implemented.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Develop teacher pedagogy to ensure that it is aligned to curriculum, engaging a variety of learners to ensure that students produce high level thinking work products			
Review Type:	Quality Review	Year:	2012
		Page Number:	5
		HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader’s vision	X	2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson’s Framework for Teaching included in the new teacher evaluation and development system. At least 65% of teachers will improve their pedagogical practices within Domain 3 from ineffective/developing to effective/highly effective in at least two of the competencies within Domain 3.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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
<ol style="list-style-type: none"> 1. All teachers be observed by an administrator for a minimum of three partial periods and receive feedback in Domain 3 competencies. 2. Administration will work closely with the N607 Achievement Coach and Talent Coach to norm Danielson ratings during classroom visits. 3. To ensure completion of all observations and feedback meetings, school leaders will set up and follow a schedule for teacher observations and providing formative feedback to teachers. 4. Full-time Achievement Coach will offer support to various teachers through coaching cycles around Danielson. 5. Administration will track school-wide trends based on competency ratings and plan for school-wide and differentiated professional development. 6. Administration will recognize best practices and encourage teachers to share them with colleagues to improve practice.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Administration will observe classroom practices and provide formative feedback. 2. Administration will work with the N607 Achievement Coach and Talent Coach during multiple scheduled visits. 3. Administration will work to establish a schedule. 4. CS44 Achievement Coach will work with Administration to develop coaching plans for teachers. 5. Administration will track school-wide trends and share findings with the Achievement Coach as we plan for professional development. 6. Administration will publically recognize staff members who excel in particular domains and provide opportunities for them to share their practice.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. All teachers will have the minimum number of evaluations completed. 2. Administration will visit classrooms jointly and observation ratings will be normed at least 90% of the time. 3. Administration will maintain a schedule of classroom observations. 4. Achievement Coach will provide feedback to administration regarding coaching cycles. Teachers working with the Achievement Coach will be expected to show improved performance in a competency after a targeted coaching cycle. 5. Administration will reflect on school-wide trends at least three times during the school year and share these trends with the Achievement Coach and network team. 6. Administration will recognize high performance of staff members via the weekly letter.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. All teachers will be observed a minimum of three times per year and will engage in mid-year and end-of-year reflections. 2. Administration and network staff will meet at least six times throughout the school year from September 2013-June 2014. 3. Administration will have a schedule of observation dates completed monthly. 4. Administration and CS44 Achievement Coach will meet weekly throughout the school year to exchange feedback regarding teacher ratings on Domain 3.

5. Administration will complete a minimum of three data reflections: October, January, April.
 6. Administration will recognize the high performance of staff members on a weekly basis.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. No cost associated with this activity.
 2. No cost associated with this activity.
 3. No cost associated with this activity.
 4. CS44 will fund a full-time Achievement Coach with Fair Student Funding.
 5. We will offer per session professional development to staff members around Danielson Competencies – 28 Teachers x 8 hours
 6. No cost associated with this activity.

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

(1.1) Further develop curricula for a variety of learners, which are aligned to key State standards for each grade to support student growth. Academic tasks do not typically emphasize rigorous habits or higher order thinking skills in all grades and inconsistently engage a diversity of learners. Tasks in the fourth and fifth grades are similar to those assigned in the lower grades, and as a result upper grade student work products do not exhibit high degrees of student thinking and performance.

Review Type:	Quality Review	Year:	2012	Page Number:	4-5	HEDI Rating:	Developing
---------------------	----------------	--------------	------	---------------------	-----	---------------------	------------

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of CS44 teachers will ensure that unit and lesson plans move scholars to independence by stimulating higher order thinking and building deep conceptual understanding and knowledge in both ELA and mathematics.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. We will partner with Teachers College Reading and Writing Project to set up lab sites for professional development on each grade level to provide exemplars of Common Core aligned instruction.
2. 6-8 Staff Members will be invited to participate in year-long study groups with Teachers College Reading and Writing Project.
3. We will partner with Metamorphosis Mathematics Consultants to set up lab sites for professional development on each grade level to provide exemplars of Common Core aligned instruction.
4. 2 Staff Members will be invited to participate in off-site professional development in mathematics that builds on the work from the lab sites.

5. Our AIS Teacher will work to support struggling scholars by providing additional support through the use of research-based intervention programs.
B. Key personnel and other resources used to implement each strategy/activity
1. CS44 Teachers will work alongside Teachers College Reading and Writing Project Staff for 25 days of on-site professional development. 2. 6-8 staff members will participate in study groups that meet 5-7 times throughout the school year. 3. CS44 Teachers will work alongside a Metamorphosis Staff Developer for 16 days of on-site professional development. 4. 2 staff members will participate in 1—2 day professional development meetings. 5. AIS Teacher will support struggling scholars.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. In ELA, we will use meeting agendas, student work samples graded against rubrics, and formative feedback from classroom observations to evaluate progress. 2. Teachers participating in study groups will share their knowledge with their grade level teams as evidenced by meeting minutes. Teachers will also be asked to incorporate practices into their classrooms to serve as models for other teachers. 3. In Math, we will use meeting agendas, student work samples graded against rubrics, and formative feedback from classroom observations to evaluate progress. 4. Teachers participating in study groups and professional development will share their knowledge with their grade level teams as evidenced by meeting minutes. Teachers will also be asked to incorporate practices into their classrooms to serve as models for other teachers. 5. AIS Teacher will work with scholars to provide RTI and offer support that reduces the need for referrals. We will use student achievement data to evaluate progress.
D. Timeline for implementation and completion including start and end dates
1. Professional development will be provided from September 2013 – June 2014. 2. Off-site professional development will take place from September 2013-June 2014 3. Professional development will be provided from September 2013 – June 2014. 4. Off-site professional development will take place from September 2013-June 2014 5. AIS services will be provided from September 2013-June 2013.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. We will use funding to cover the costs of our affiliation with the Teachers College Reading and Writing Project. 2. We will use funding to cover the cost for participation in the study group. 3. We will use funding to cover the costs for 16-20 days with a consultant from Metamorphosis. 4. We will use funding to cover the cost for participation in the study group. 5. We will use Fair Student Funding to cover the cost of an AIS teacher. Focus money will be used to purchase intervention programs in ELA and math.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Use on-going assessment practices and analyze student performance outcomes to adjust instructional strategies and practices at the classroom and team level. (2.2) Across classrooms teachers assess students through conferencing, class work and tests but inconsistently use ongoing checks for understanding, or student self-assessment, to enable teachers to make adjustments in their questioning, assignments and directions to meet student learning needs for a wide variety of learners.										
Review Type:	Quality Review	Year:	2012	Page Number:	5	HEDI Rating:	Developing			

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
--	--	--	--	--	--	--	--	--	--

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2013, we will develop systems for continuous improvement in reading, writing and mathematics through the implementation of studying student work and assessment data in collaborative teacher teams. Through this analysis, student achievement will increase 7% in grades 3-5 in both Math and ELA.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Teachers will administer various assessments formative assessments to students (i-Ready computer adaptive, Ready NYS Simulation Exams, NYC Performance Tasks, F&P Running Records) throughout the year aligned to the expectations of the Common Core, allowing us to better understand student performance relative to the CCLS.
2. CS44 teachers will engage in school-embedded coaching from our Achievement Coach and Data Specialist to support teacher development and improve data analysis practices to inform action planning for instructional next steps
3. CS44 administration will meet with our data specialist to discuss school wide trends and plan for any school-wide modifications that need to be made as a result of assessment data
4. Administration will monitor the implementation of re-teaching plans and work with teachers to reflect on current teaching practices and develop new methodologies that align with Common Core expectations.
5. An after school program will be created at CS44 to provide targeted instruction for grades 3-5 scholars who are at-risk (Level 1) as well scholars that need additional support.
6. CS44 Achievement Coach will meet with vertical grade teams to analyze student work and develop school-wide norms and expectations for each grade level.

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

1. Classroom teachers will administer the various formative assessments. The Achievement Coach and Data Specialist will support the administration and scoring of the exams.
2. Classroom teachers will receive coaching from Achievement Coach and Data Specialist.to create action plans.
3. Administration will meet with data specialist on a monthly basis.
4. Administration will monitor reteaching action plans through classroom observations.
5. Classroom teachers will teach afterschool program.
6. Achievement coach will meet with vertical grade teams 1-2 times a month.

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

1. Scored assessments will allow us to track student progress.
2. Meeting minutes and action plans will be prepared for all classroom teachers based on assessment data.
3. Administration and data specialist will hold monthly meetings.
4. Administration will monitor reteaching plans through frequent classroom observations and evaluation reports in Advance.
5. After school program will take place weekly. Students will take a pre-test and a post-test.
6. Meeting minutes will be available from vertical team meetings.

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

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014
4. September 2013- June 2014
5. December 2013- April 2014
6. September 2013- June 2014

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

1. We will purchase assessments with Title 1 funding. 30 hours will be allocated for data specialist to score assessments.
2. No additional cost associated.
3. No additional cost associated.

4. No additional cost associated.
5. 12 teachers x 2 hours per week x 20 weeks
6. No additional cost associated.

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The percentage of teachers who will respond "strongly agree" or "agree" to the NYC School Survey question "Order and discipline are maintained at my school" will increase from 24% to 40% between 2013 and 2014.

Review Type:	Learning Environment Survey	Year:	2013	Page Number:	14	HEDI Rating:	Developing
---------------------	-----------------------------	--------------	------	---------------------	----	---------------------	------------

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	5.3 Vision for social and emotional developmental health
	5.4 Safety	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will develop the staff's ability to prevent disciplinary problems by implementing a PBIS program that encourages a positive, collaborative classroom and school culture conducive to academic achievement, resulting in fewer incidents as measured in OORS. The percentage of teachers who will respond "strongly agree" or "agree" to the NYC School Survey question "Order and discipline are maintained at my school" will increase from 24% to 40% between 2013 and 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Creation of a school-wide PBIS leadership team to create school-wide expectations and systems for classroom management
 2. School-wide morning community gatherings to reinforce shared school values and expectations
 3. Development of school-wide positive reinforcement system, Paw Prints and Compliment Cards, to be used to reinforce and celebrate appropriate behaviors
 4. PBIS Team will work to develop school culture that fosters a sense of belonging and ownership within the greater school community.
 5. School leaders emphasize and reinforce relevant rules and procedures throughout school year.
 6. PBIS leadership team to collect and analyze OORS data and plan for refreshers and support based on areas of challenge.
 7. Targeted professional development provided via PBIS coach to individuals who are struggling to maintain order and discipline in their classroom community.
 8. School leaders and the PBIS team will recognize best practices and encourage teachers to share them with colleagues to improve collaboration and mutual respect amongst all staff members
- B. Key personnel and other resources used to implement each strategy/activity**
1. PBIS Team will meet to create school-wide policies. We will create a Staff Handbook and provide bi-weekly email newsletters regarding PBIS updates.

2. Teachers will lead community gatherings every morning with the support of PBIS coach.
3. PBIS Team will distribute Paw Prints and Compliment Cards. Rewards will be tracked by classroom teachers weekly and redeemed at the school store (Lion's Den) and via the PBIS team.
4. Assemblies, "Fun Fridays," and academic fairs will be planned to create school culture.
5. School leaders will track student behavior data and follow up with discipline as necessary.
6. PBIS Team will meet monthly to discuss progress. Meeting minutes will be provided and updates to the staff handbook will be made as necessary.
7. PBIS Coach will provide targeted assistance to teachers in need. Logs of Assistance will document support.
8. PBIS Team will recognize best practices via bi-weekly newsletter.

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

1. Completed PBIS program will be available.
2. Attendance at Community Gathering.
3. We will track distribution of Paw Prints and Compliment Cards, number of incident reports will decrease
4. Participation in school assemblies.
5. School leaders will document any disciplinary actions in OORS and use this system as a data source to evaluate infractions.
6. PBIS Team will provide monthly minutes. School-wide impact will be noticed in decrease in incident reports and increase in distribution of paw prints and compliment cards.
7. PBIS Coach will work on specific goals with teachers as evidenced by the Log of Assistance. Incidents with particular teachers should decrease as a result of her support.
8. PBIS Team will share feedback about program success with staff.

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

1. September 2013- June 2014.
2. September 2013- June 2014.
3. September 2013- June 2014
4. September 2013- June 2014
5. September 2013- June 2014.
6. September 2013- June 2014.
7. September 2013- June 2014.
8. September 2013- June 2014

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

1. Per Session funding for PBIS Team leader – 40 hours X PBIS Coach
2. No additional cost associated.
3. Funding will be spent to purchase incentives for scholars at the Lion's Den.
4. We will purchase supplies and materials needed to plan and implement various community building events.
5. No additional cost associated.
6. Each PBIS team member will be offered 4 hours of per session each month during the school year. 5 team members x 40 hours
7. Each PBIS team member will be offered 4 hours of per session each month during the school year. 5 team members x 40 hours
8. We will use Title 1 funding to fund the salary of a part-time PBIS coach.

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

38% of parents strongly agree that the school communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school.

Review Type:	Learning Environment Survey	Year:	2013	Page Number:	6	HEDI Rating:	Deveoping
---------------------	-----------------------------	--------------	------	---------------------	---	---------------------	-----------

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 50% of parents will strongly agree that the CS44 atmosphere is welcoming and fosters a feeling of belonging and trust which encourages families to freely and frequently engage with the school leading to increased student success.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Provide at least eight parent workshops to help parents work with their children to improve their achievement level (e.g., literacy, math).
2. Parent Coordinator will send home two parent surveys to help us understand the support that families need to support their children.
3. Parent Coordinator will hold open office hours to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
4. Parent coordinator will create and distribute weekly letters and monthly calendars to inform parents about school events and provide important information that helps families support their scholars.
5. Grade level teams will work with Parent Coordinator to provide assistance to parents in understanding City, State and Federal standards and assessments.
6. Parent Coordinator will create a computer lab for the parents that will allow them to learn more about the academic goals for CS44 and the Common Core Standards..
7. Learning Leaders will support parents by offering a variety of Common Core aligned workshops.
8. Administration will collaborate with the PTA to help increase academic success of all scholars. Weekly coffee clubs will be established to help parents feel welcome in the school.

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

1. Parent Coordinator will work with school staff to plan workshops for scholars.
2. Parent Coordinator will send home parent survey in the Fall/Winter and Spring/Summer.
3. Parent Coordinator will set up meetings with families and hold office hours.
4. Parent Coordinator will create and distribute weekly letters.
5. Parent Coordinator will work with grade teams to plan and implement parent workshops.
6. Parent Coordinator will set up computer lab for parents in our family room.
7. Learning Leaders will work with Parent Coordinator and Parents to set up workshops.
8. CS44 Parent Coordinator will hold weekly coffee clubs organized by the Parent Coordinator and PTA.

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

1. We will have sign-in sheets and agendas available from parent workshops. Parent Coordinator will measure participation.
2. We will have the survey and parent responses from the survey available. Parent Coordinator will receive feedback from parents and plan accordingly.
3. Weekly newsletters and calendars will document office hours. Sign-in sheets will be available for all parent appointments.
4. Weekly letters and calendars from the school year will be available to review.
5. Grade level teams will send home communications to families and set up workshops.
6. Computer lab will be established in the Parent Room for parents to use to look up resources. Parent Coordinator will facilitate and help identify resources for families.
7. Learning Leaders will meet with parents and hold various trainings aligned to Common Core throughout the school year.
8. Administration will work with the PTA by attending meetings and offering support for initiatives. Administration will also attend weekly coffee clubs.

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014
6. September 2013-June 2014
7. September 2013-June 2014
8. September 2013-June 2014

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

1. PF Set Aside will be used to fund materials for parent workshops and pay per session for staff conducting and planning parent workshops. 15 staff members X 4 hours X 8 workshops
2. No additional cost associated
3. No additional cost associated
4. No additional cost associated
5. Teachers will host workshops 20 staff members x 5 hours
6. No additional cost associated
7. Materials and resources for parent workshops
8. Materials and resources for parent workshops

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

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

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
<ul style="list-style-type: none"> •Professional development opportunities through a partnership with Teachers College Reading and Writing Project,, Metamorphosis, and our in-house staff developer will allow staff to build capacity •Administration will provide frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps •CS44 will become a learning community where teachers are empowered as professionals to engage in dialogue with their colleagues about pedagogical practices

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).
At CS44, we are continually seeking out knowledge to help build our understanding of the CCLS. We are working on internal study groups and participating in external study groups with other schools. We frequently attend workshops outside of CS44 and turkey the information during staff development and lunch and learns.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We are supporting our Students in Temporary Housing using available funding. We are purchasing materials/resources, holding workshops, and supporting families.

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.).
We are in the process of aligning our PreKindergarten curriculum with the Common Core expectations. PreKindergarten teachers participate in all K-5 CCLS Professional Development and share best practices with our elementary school teachers.

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.
Teachers participated in a committee to select the assessment programs that were aligned with our curriculum and the CCLS. We are using multiple data points and creating data action plans to really understand the individualized needs of each of our scholars. Our in-house achievement coach and data specialist are supporting teachers to analyze the results and plan for instruction.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**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 12	Borough Bronx	School Number 044
School Name David Farragut		

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 Melissa Harrow	Assistant Principal Norma Rosado
Coach Suri Barnes	Coach type here
ESL Teacher Milton Bonilla	Guidance Counselor Janet Izzo
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Aritza Verdejo
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> 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	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	305	Total number of ELLs	43	ELLs as share of total student population (%)	14.10%
--	------------	----------------------	-----------	---	---------------

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In		10	10	9	6	8								43
Pull-out														0
Total	0	10	10	9	6	8	0	0	0	0	0	0	0	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	39	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL	39	0	5	4	0	1	0	0	0	43
Total	39	0	5	4	0	1	0	0	0	43

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														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	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		9	9	9	6	8								41
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1											2
TOTAL	0	10	10	9	6	8	0	0	0	0	0	0	0	43

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)		0	4	3	3	7								17

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)		6	4	1	3	1								15
Advanced (A)		4	2	5	0	0								11
Total	0	10	10	9	6	8	0	0	0	0	0	0	0	43

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	0	0	0	6
4	1	0	0	0	1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	0	0	0	0	0	0	6
4	5	0	0	0	0	0	0	0	5
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	4	0	0	0	1	0	0	0	5
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)								
Chinese Reading Test								

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.
Community School 44 uses Fountas and Pinnell to assess the early literacy skills of our ELLs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
This data reveals that students enter CS 44 at various levels of literacy skills. Based on this data, the ESL teacher and classroom teachers prepare differentiated instruction to meet the needs of our ELLs.
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](#))
Based on the NYSESLAT results patterns across the modalities reading/writing and listening/speaking differentiated instruction is provided for the ELL population. Students receive extra support in their areas of weakness.
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?Community School 44 offers only a free standing-push-in ESL program. Students only take tests in English. No native language instruction or testing is given. CS 44 does not participate in the Periodic Assessment Program.
4b. N/A
4c. N/A
5.a, b, c, N/A - CS 44 does not have a Dual Language Program.
6. We evaluate the success of our ESL program, which is our only program for our ELLs, by analyzing the NYSESLAT results and monitoring student's progress based on in-house testing and observations.
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](#).)
Based on data, instruction for ELLs within the RTI framework is differentiated to meet individual needs. Our academic program offers an appropriate level of challenge and provide necessary support by using students' learning styles when a student is having difficulties demonstrating understanding of a concept. Visuals are commonly used such as picture cards, graphics, and written words to support text information. Oral discussions, presentations, and group collaborations, and videos on the smart boards are also provided to support auditory learners.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We take into account the students second language development by grouping them according to their proficiency levels and differentiating accordingly.
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?Community School 44 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our program based on student achievement data. We use in-house research-based assessments, NYSESLAT performance, and NYS Testing.

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](#).)
The intake team meets prior to the beginning of the registration process to coordinate all the details of the intake process, including the characteristics of the Home Language Identification Survey and its use. When the parents come to CS 44 to register a child, they are welcomed by the intake team. The intake team members are: Ms. Huggins, secretary; Mr. Bonilla, ESL Teacher; Ms. Acosta Figueroa, IEP teacher; Ms. Verdejo, Parent coordinator, and Ms. Smith, school aid. Members of the intake team check to see if the child's zoning school is CS 44. If CS 44 is the zoning school for the child, the intake team will provide the parent with a registration packet. This registration packet contains an emergency contact card, student office card, ethnicity survey, Home language Identification Survey, and the student biological information form. Mr. Bonilla, a pedagogue, conducts an informal interview with the parent and the prospective student. This is done in English or in the parent native language. During this interview, a Home language Identification Survey, in English and the native language if provided for the parent to complete. During this interview, the parent fills in the form and both parent and child are interviewed to have a clearer view of the child's dominant language. If the parent indicate one or more affirmative answers in part I for questions 1 to 4 (LAB-R eligibility) and two or more affirmative answers in part II for questions 5 to 8 (instructional Planning), the child's home language is considered to be a language other than English. If the home language is one other than English, the child is formally administer the LAB-R within the first ten days of enrolment. If the child scores at the English proficiency level, the child is placed in a monolingual class and no further language assessment is provided. If the child scores below the English proficiency level, the Spanish LAB (for those whose native language is Spanish) is administered.
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.
During the parent orientation session, the parent is given a copy of the New York City Guide for Parents of English Language Learners guide in English and the parent's native language. A Department of Education video describing the three programs available to English Language Learners is shown to parents. The three programs, bilingual transitional, dual language, and freestanding ESL are explained. At this stage, the parent has the opportunity to ask questions about the programs. During the parents orientation meetings, parents are provided with a Parent Survey and Program Selection Form. By this process, they select their program of choice for their children. These forms are collected, a placement is made, and the forms are kept on file for future reference and as evidence. If the parent prefers a freestanding ESL program for his/her child, the child will be placed in a monolingual class and will be receiving ESL instruction according to the student's level of English proficiency. If the student scores at the beginner or intermediate level in the LAB-R, the child will receive two units (360 minutes) of ESL instruction weekly by Mr. Bonilla, our certified ESL teacher. If the child scores at the advanced level of proficiency he/ she will receive one unit (180 minutes) of ESL instruction. Community School 44 follows the push-in model for ESL instruction. If the parent's program of preference is dual language, and the school does not offer the program, the parent will be informed about another school that may have the program within the district. The school will keep records of parental choice decisions for future reference with the idea of opening a dual language program when we have enough parents requesting the program. If the parent chooses the transitional bilingual program, the same procedure will be followed. The school will open a transitional bilingual program when fifteen or more students within two continuous grades are interested in this program model.
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 [\[see tool kit\]](#).)

Parents whose children have been classified as ELL after administering the LAB-R, will receive a letter home with his/her child and also in the mail in English and their native language, indicating the day and time of a parent orientation session the school will be providing. These sessions are intended to explain the educational programs available for ELL children. During the parent orientation, we show the DOE video explaining the different programs available to ELLs, and a trained pedagogue talks with the parent. We provide the parent with the New York City Guide for Parents of English Language Learners, and the pedagogue together with the parent review the guide. At this stage, the parent has the opportunity to ask pertinent questions about the programs and the process of enrollment in these programs. We schedule several parent orientation sessions during the year. During the month of September, we offer the sessions every Tuesday and Thursday at 8:30am and after the regular school hours at 3:30 p.m. After September, we have

parent orientation sessions as new enrollees are admitted. Parents who are required to participate in the parent orientation sessions, but do not attend, receive a second letter in the mail, and are also contacted by telephone. They are encouraged to visit the school, and to participate in the orientation session. If the attempt to contact a parent by telephone is not successful, Mr. Bonilla, ELL Coordinator, will make an attempt to contact the parent when he/she picks up the student at dismissal time. The student whose parent has not responded to the Parent Survey and Program Selection form within ten days of the child's enrollment, will be placed in the Transitional Bilingual Education Program, which is the default program as per CR Part 154. To ensure the parent has the opportunity to make the best informed decision as which program he/she wants for his/her child, the parent will be contacted during Open School Night in September and during Parent Teacher Conferences in November and in the spring, if necessary. Our ESL teacher will be responsible for maintaining all entitlement letters. ESL teacher will collect and store the forms in the Main Office. ESL teacher will distribute and collect entitlement letters by backpacking them home and/or sending via mail. Teachers will give returned forms to ESL teacher for filing.

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.

The criteria used and the procedures followed to place identified ESL students in bilingual or ESL instructional programs are as follows: after a child is identified as an ELL student, the parent is invited to visit the school for a parent orientation session. This session is conducted in the parent's native language by the ELL Coordinator who is a trained pedagogue. During this parent orientation, the ELL Coordinator presents the parent with the Department of Education video which describes all programs available to ELL students. This is done in the parent's native language. During the orientation session, the parent completes a Parent Survey and Program Selection form. Community School 44 honors the parent's choice of the preferred program for his/her child to the extent that the program is offered at the school. If a parent selects a program which is not offered at C. S. 44, the parent is informed that they may request placement for the child in the program of choice at another school within the district. The school keeps documentation and contact information in case parents must be informed, at a later date, that we have opened the program they selected. At the beginning of the school year continued entitlement letters are sent to parents of students who remain ELLs based on the NYSESLAT test. These letters indicate the continued entitlement and the student's placement. Copies of continued service letters are filed and kept in the ELL compliance binder at school.

5. 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.

In the spring of every year, ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT), to measure progress in the English language acquisition process and to determine placement for the next school year. A trained team of pedagogues, composed of Mr. Milton Bonilla, Mrs. Elsie Acosta-Figueroa, and Mrs. Norma Rosado, is in charge of administering the NYSESLAT every spring. The children to be tested are determined by generating the RLER report from the ATS. To ensure that the four components of the NYSESLAT are administered effectively, the following procedures are in place: Community School 44 will follow the New York State Department of Education's testing schedule 2013 -2014 for the NYSESLAT. From April 2014 through May 2014, the speaking portion of the test will be administered and scored by the testing team. From the beginning of May 2014 through the end of May 27, 2014, the listening, reading, and writing portion of the test will be administered by the testing team. These sections of the test will be scored on May 2014. At the beginning of June 2014, all answer sheets will be submitted to the scanning center at One Fordham Plaza to be processed. Later in the summer, prior to the commencement of the new school year, the NYSESLAT results will be retrieved from the ATS. This will aid in placement and scheduling the services for our ELLs for the next school year.

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. ①

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

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])?
 - 1a. Community School 44 follows the self-contained ESL instructional model. The ESL program follows the Push-in model.
 - 1b. The school day is divided into an eight (8) periods. There are seven (7) forty five minute periods for instruction and one (1) fifty minute period for lunch. The students receive six (6) periods of instruction by their classroom teachers. One period each day, the students travel as a group and receive an additional instructional period in the area of science, art, or physical education. English Language Learners students are part of the self-contained classroom. The ELL population is grouped heterogeneously. A push-in model of instruction is in place for the ESL instruction of ELL students. Students are served both by grade level and proficiency level. The ESL teacher groups the ELL students for instructional purposes in two continuous grade levels.
2. 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)?

Community School 44 only offers a Push-in ESL program. Those ELL students in the beginner and intermediate levels receive two units of ESL instruction per week (360 minutes), and those in the advanced level receive one unit of ESL instruction per week (180 minutes). The ESL teacher articulates with the classroom teacher for the delivery of instruction.
3. 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.

In order to make content learning comprehensible, in mathematics, science, and Social Studies, CS 44 teachers make concerted efforts to employ successful research based strategies and methodologies. Specific strategies such as Total Physical Response

(TPR) and Cognitive Academic Language Learning Approach (CALLA) are utilized. Additionally technology and internet resources for developing visual understanding of content concepts and hands on use of manipulatives, realia, and objects pertaining to particular units of study are also utilized. Using the push-in model, the ESL teacher articulates with the classroom teacher to assist the students in making content comprehensible and enrich language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are evaluated in their native language by administering the Spanish LAB at the beginning of their enrollment. Since only English is the language of instruction, native language is not further evaluated. Community School 44 does not offer a Transitional Bilingual program or a Dual Language program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
CS 44 uses in-house assessments and observations to evaluate the acquisition on English throughout the year.
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).

Community School 44 has a blended model of instruction for English Language learners. This flexibility allows the school to program services for ELLs in a targeted manner tailored to student needs. As such beginners and newcomers, receive some periods of pull-out instruction.

- a) At the current time, CS 44 doesn't have SIFE students. We will develop a plan for these scholars using all available resources when it becomes necessary.
- b) ESL newcomers receive intensive support from the ESL teacher and classroom teachers. Classroom teachers work alongside the ESL teacher to provide instruction. We focus on providing them with content vocabulary to help them engage in conversation. We offer an afterschool program with Title III funding focused on newcomers.
- c) For students who have been receiving service for 4 to 6 years we have extra tutoring as well as an after school program tailored to them. CS 44 doesn't have long term ELLs, or those receiving services for 6+ years.
- d) We do not have any long-term ELLs.
- e) Former ELLs students who have tested proficient in the NYSESLAT receive extra support for the following 2 years. They are included in the after school programs and at least one period a week they receive services from our certify ESL teacher.

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?

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

ELL students are offered equal access to all school programs. They participate in the after school programs and extra curriculum activities. Additionally, the school has in place an after school targeted to ELL students using Title 3 funding. The after school program meets three days per week from 3:30 to 5:15 on Mondays, Tuesdays, and Wednesdays. The program begins in October 2013 and will end in May 2014.

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

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?

Community school 44 uses curricular, instructional, and scheduling flexibility to accommodate ELL-SWDs needs. Our goal is

that our students achieve their IEP goals and attain English proficiency within a reasonable amount of time. We frequently adjust our curriculum by differentiating it according to our on-going assessment and frequent progress monitoring of our ELL-SWDs. Intervention is also provided in short sessions with frequent opportunities to work in small groups with students with similar needs. Multisensory techniques are used to present information with an increase of the amount of practice opportunities. We also increase opportunities for students to respond in a variety of ways. The use of dry erase boards, thumbs-up, partner share, and graphic organizers are some of the strategies employed to anchor new knowledge to previously learned knowledge and concepts.

Courses Taught in Languages Other than English 

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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
--	-----------	--------------	----------

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

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

Native Language Usage and Supports

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



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.
- Community School 44 employs proven research based strategies in order to make content learning comprehensible for our ELLs in areas such as Social Studies, Science, and Mathematics. Total Physical Response (TPR), and Cognitive Academic Language Learning Approach are some examples of the specific strategies used. Technology and internet resources for developing visual understanding of content concepts and hands on use of manipulatives, realia, and objects pertaining to particular units of study are also utilized. Using the push-in model, the ESL teacher articulates with the classroom teacher to assist the students in making content comprehensible and enrich language development
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has been effective in moving our ELLs in their proficiency levels. Currently we don't have long terms ELLs as they exit the program within the first four years.
11. What new programs or improvements will be considered for the upcoming school year?
- We have no plans to implement any new program for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- No program / services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are offered equal access to all school programs. They participate in the after school programs and extra curriculum activities. Additionally, the school has in place an after school targeted to ELL students using Title 3 funding. The after school program meets three days per week from 3:30 to 5:15 on Mondays, Tuesdays, and Wednesdays. The program begins in October 2013 and will end in May 2014.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials used to support ELL students include: laptops, Schoolwide Writing Units, Everyday Mathematics manipulatives, Foundations/Wilson magnetic letter boards and letter tiles, magnetic words, pictures, puppets, science tools, maps and globes, Fountas & Pinnell and Mondo leveled readers for guided and independent reading, dual language books (English/Spanish), picture books in Spanish, dictionaries (English/Spanish), experience charts, posters, overhead projectors, art materials for kinesthetic learning, Vocabulary Power (Pearson Longman), Sadlier Phonics workbooks, Connecting Vocabulary to build vocabulary through reading and skill-based activities (Options Publication)
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We use native language support in each program model. Our ESL program is built off native language support and is intended to help scholars make connections between their new language and previous native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Support services are tailored for the needs of the scholars. We ensure that our related service providers make instructional decisions that are grade and age appropriate. We have purchased resources on the school-level that can be used to support with this area.
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.
- N/A
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.

The professional development plan for all ELL personnel includes workshops on literacy topics including close reading, vocabulary development, and increasing classroom rigor. Classroom teachers of ELLs have access to the academic achievement coach, who provides additional support. This includes offering instructional strategies, co-planning lessons, and modeling lessons, visiting classrooms, and offering feedback.

As a school we are working towards building academic vocabulary and moving students to independence. We have had multiple workshops that provided teachers with word learning strategies to support students to learn academic vocabulary and increase their word attack skills. We also had workshops on using close reading as a scaffold for accessing complex texts. We discussed using close reading as a tool to increase student vocabulary, access complex text, and give students a tool to read closely and carefully.

For students that are transitioning from elementary to middle school, we provide them with the literacy tools to read grade level texts. Students are reading independently for more than 45 minutes, using reading skills that they have learned, thinking critically about their text. We have also given them access to various types of writing genres from narrative, research, and informational. Students have learned the structures and skills to write in each of these writing genres.

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

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: CS 44

School DBN: 12x44

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Harrow	Principal		12/9/13
Norma Rosado	Assistant Principal		12/9/13
Aritza Verdejo	Parent Coordinator		12/9/13
Milton Bonilla	ESL Teacher		12/9/13
Madeline Quintana	Parent		12/9/13
Elsie Acosta-Figueroa	Teacher/Subject Area		12/9/13
	Teacher/Subject Area		1/1/01
Suri Barnes	Coach		12/9/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
Elmer Myers	Network Leader		12/9/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **12X44** School Name: **CS 44**

Cluster: **6** Network: **607**

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.

Community School 44 uses the data collected from parents and from our Parent Coordinator to provide translation and interpretation services for non-English speaking parents. As part of our registration procedure, parents are asked to fill out a questionnaire indicating in what language they prefer to receive information from the school. This also applies for communicating with them by phone and when they visit the school to talk to teachers or other staff member. At the beginning of the school year, the Parent Coordinator also asks parents to complete a needs assessment which includes the language preferences. Additionally, our Assistant Principal, IEP Coordinator, Parent Coordinator, Guidance Counsellor, and Pupil Secretary are fully bilingual in English/Spanish. Since the great majority of our non-English speaking parents communicate in Spanish, these staff members facilitate communication with them.

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 major finding in our parents' surveys is that our non-English speaking parents, use Spanish as their main mode of communication. CS 44 staff is informed about the language preference of parents in writing communications, faculty conferences, and in other staff development opportunities.

Part B: Strategies and Activities

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

Community School 44 will provide timely translated documents to parents in need of this service. Written translation services will be provided by in-house translators. When a written communication is ready to be sent home, our in-house translator, Mr. Bonilla, will receive a copy of the document and he will proceed to translate it. Generally, this takes place before or after school. We also have other personnel in our staff who translate into Spanish as needed. All communications to parents are sent home in both, English and 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.

Oral interpretation services will be provided in-house by CS 44 staff. The parents coordinator and parent volunteers will help with this task as needed. During parent / teacher conferences a staff member will always be at hand to orally translate for teachers who don't speak Spanish when they meet with Spanish speaking parents requiring language assistance. In areas like IEP meetings or counselling, seldom a translator is needed. Our personnel in these areas, as well as our assistant principal, are fully bilingual English/Spanish.

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>.

Once the primary language spoken at home of a particular student is determined, the school maintains appropriate and current records for the purpose of communicating with parents. This information is maintained in ATS and in the student emergency cards. Parents of these students are provided with a copy of "Bill of Parent Rights and Responsibilities", which includes their rights regarding translation and interpretation services. This guide will be provided in the parent language of preference. Community School 44 also posts in the parents bulletin board and in other conspicuous locations in the school, a sign indicating the availability of interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: CS 44	DBN: 12X044
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers N607
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 26 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

The program follows

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

Subgroups and grade levels to be served

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

Schedule and Duration

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

Language and Instruction

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

Part B: Direct Instruction Supplemental Program Information

and licenses of teachers involved.

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

Types of Materials to be used

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

Part C: Professional Development

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

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

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

Teachers to receive training:

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

Schedule and duration:

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

Topics to be covered:

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

Name of provider: Mr. Bonilla, ESL teacher

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

Schedule and Duration:

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

Name of Provider:

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

How parents will be notified of these activities:

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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