

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** PUBLIC SCHOOL 44 – MARCUS GARVEY ELEMENTARY  
SCHOOL

**DBN (i.e. 01M001):** 13K044

**Principal:** ROXANNE JAMES, IA

**Principal Email:** RJAMES6@SCHOOLS.NYC.GOV

**Superintendent:** BARBARA FREEMAN

**Network Leader:** CYNTHIA J. FELIX

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Roxanne James	*Principal or Designee	
Helena Johnson-McKeseey	*UFT Chapter Leader or Designee	
Anjanette Strong	*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	
Jocelyn Bass	Member/ Parent	
Keith Greene	Member/Parent	
Theresa Cottle	Member/ Parent	
Dionna Hodges	Member/Parent	
Darlene Joyner	Member/ Parent	
Adrianna Wilson	Member/Parent	
Patricia Cokley	Member/ Teacher	
Kimberly Wallace	Member/Teacher	
Deborah Lewis	Member/ Teacher	
Sherry Williams	Member/Teacher	
Louella R. Gordon	Member/ School Secretary	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 75% of students, K-5 will show progress in the Command of Evidence trait of the writing response to informational texts as measured by an increase of at least one performance level on the NYC Performance Based Assessment in Writing rubric.

### **Comprehensive Needs Assessment**

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

The need is based on the analysis of data from the New York State ELA exam. The 2012-2013 Progress report indicates that 16.7% of students achieved a level 3 or 4 on the NYS ELA exam in grades three through five. The 2013-2014 School Quality Snapshot indicates that 20% of students in grades three through five met the State standards on the ELA exam. This data reflects an increase of 3.7%.

Based on the 2013-2014 Quality Review our school received a "Proficient" for QR indicator 1.1. The report stated that we need to "push all students to demonstrate their thinking in rigorous learning tasks across grades and subject areas".

Informed by the Capacity Framework elements, rigorous instruction, collaborative teachers, our current data and the 2013-2014 Quality Review, we need to provide literacy instruction geared towards strengthening students' ability to recount important details and facts when supporting their literal and inferential understanding of text, orally and in writing.

### **Instructional Strategies/Activities**

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

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

1. Teachers will administer the NYC MOSL Performance Based Assessment in Writing Baseline to all students in grades K- 5 in October 2014. A performance based writing benchmark assessment will be created and given to all students in January 2015.
2. All teachers will participate in professional development on and off site (the Instructional Shifts in Literacy Institute, Close Reading Study Group, and the Writing Pathways Study Group).
3. Teacher teams will collaborate to analyze data from baseline and benchmark assessments, look at students' work for evidence of learning and gaps to make purposeful adjustments to lessons and units in order to narrow the gap.
4. Teachers will administer the NYC MOSL Performance Based Assessments in Writing in April 2015. The Performance Based End-line Assessments will be administered to all students in grades K-5.

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

1. Administrators, all classroom teachers and the NYC MOSL Performance Based Assessments for grades K-5 will be used for this activity.
2. The Principal, Assistant Principal, all teacher leaders, Network Support Staff, Teacher Effectiveness Talent Coach and all classroom teachers will participate. We purchased the Teachers College Units of Study for Writing for each classroom teacher.
3. All classroom teachers, grade leaders and Response to Intervention lead teachers will participate in the inquiry work.
4. Administrators, all classroom teachers and the NYC Performance Based Assessments End-line for grades K-5 will be used for this activity.

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

1. The Data Specialist will create a tracking sheet identifying student levels of performance on writing performance tasks, pre and post writing assessments for each unit of study.
2. Administrators will work closely with teachers to implement Teachers College Writing Curriculum by developing curriculum maps, tiered student activities and closely monitor students' progress.
3. Teachers, collaborating with administrators, Network Support Staff and the Data Specialist will analyze and compare results of the NYC MOSL Performance Based Assessments and pre and post writing unit assessments to gauge teacher effectiveness through analysis of the students' learning outcomes.
4. Teachers are not allowed to score and assess their own students' product. Therefore, teachers will be assigned to score and evaluate their peers' students' work. The Data Specialist will update and share a tracking sheet identifying students' growth in the NYC MOSL Performance Based Assessment End-line.

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

1. The baseline will be administered in October 2014 and the midyear benchmark will be given in January 2015.
2. Weekly and monthly professional development sessions will begin in September 2014 and end in June 2015.
3. Inquiry work will be on-going in weekly vertical and horizontal teacher team planning meetings.

4. The end-line assessments in writing will be administered in April 2015 through May 2015

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

1. The assessment will be administered during the school day. The Data Specialist will prepare and organize the tracking sheets after school.
2. Substitute teachers will be hired to allow classroom teachers to attend off site professional development facilitated by the Children First Network 612. All on site professional development is conducted during the allotted time period on Monday and Tuesday afternoons.
3. Inquiry work takes place during weekly professional development sessions, vertical and horizontal inquiry team meetings and involves the analysis of NYC MOSL Performance Based Assessments, unit assessments, teacher and students' work products.
4. Substitute teachers will be hired while teachers analyze students' work products. Per-session monies will be used for teachers to complete administration and scoring by the May 2015 deadline.

**Strategies to Increase Parental Involvement**

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

PS 44 will encourage more school-level parental involvement by:

- Providing assistance to parents in understanding Common Core State Standards and assessments for ELA.
- Providing materials and training to help parents work with their children to improve their achievement level in ELA.
- Implementing two Parents as ELA Partners and Two Saturday Workshops to engage parents in hands-on learning experiences regarding Performance Based Tasks and NYS Learning Standards and expectations.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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## Goal and Action Plan #2

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

### Annual Goal #2

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

By June 2015, 75% of students in grades K-5 will increase at least one performance level in the mathematical problem solving criteria based upon the CCLS aligned Math Performance Based Assessments rubric.

### Comprehensive Needs Assessment

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

The 2012-2013 Progress Report indicates that 14.1 % of students achieved a level 3 or 4 based on the NYS Math exam in grades three through five. The 2013-2014 School Quality Snapshot indicates that 15% of students in grades three through five met the state standards on the NYS Math exam. This data reflects an increase of .9%. There was an average score of 2.3 out of 4.5 on the NYS Math exam.

Although our school received a “Proficient” rating for QR indicator 1.1 on curriculum in the 2013-2014 Quality Review, the report stated that we need to “push all students to demonstrate their thinking in rigorous learning tasks across grades and subject areas.”

Informed by the Capacity Framework elements, rigorous instruction, collaborative teachers, our current data and the 2013-2014 Quality Review, we need to provide instruction geared towards strengthening students’ ability to explain, analyze, apply, make inferences, evaluate, and solve mathematical problems in real world contexts.

### Instructional Strategies/Activities

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

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

1. Teachers administered the GO Math Baseline Assessment in September 2014 and the NYC Performance Based Math Assessment in November 2014. Go Math Performance Tasks will be administered monthly. Benchmark Assessments will be given to all students in grades K-5 in January 2015.
2. Lead teachers will participate in professional development such as the CCLS Math Study Group and the Vertical Coherence in Mathematics Institute off site.
3. Teacher teams will collaborate to analyze data from Go Math Performance Tasks, Baseline and Benchmark Assessments, and students’ work to look for evidence of learning gaps and make purposeful adjustments to lessons and units in order to narrow the gap.
4. The Principal, Assistant Principal and all K-5 teachers will ensure that the NYC Performance Based Assessment end-line in mathematics is administered and evaluated for each student in grades K-5.
5. Teachers will administer and evaluate the Go Math end of year assessment for all students in grades K-5.

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

1. Administrators, all classroom teachers, the NYC Baseline Performance Assessment, end of unit Go Math Performance Tasks and Benchmark Assessments for grades K-5 will be used for this activity.
2. The Principal, Assistant Principal, all teacher leaders, Network Support Staff, Teacher Effectiveness Talent Coach and classroom teachers will participate in the professional learning activities and share pedagogical strategies during teacher led sessions at the school.
3. Teachers, collaborating with administrators, Network Support Staff, the Data Specialist, assessment and instructional materials will be utilized to complete the activity.
4. The Principal, Assistant Principal, all K-5 teachers, and substitute teachers will be needed to complete this activity.
5. All K-5 teachers will participate in the implementation of this work.

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

1. The Data Specialist will organize and create a system for analyzing the data from the NYC Performance Based Assessment Baseline and the Go Math Baseline Assessment to help teachers identify specific areas of strength and need to target instruction.
2. The impact of professional development on pedagogical practice will be gauged during informal and formal observations, which will be evaluated using the Danielson Framework for Effective Teaching rubric.
3. Teachers, collaborating with administrators, Network Support Staff and Data Specialist will analyze and compare results of Baseline and Benchmark Performance Based Assessments, and Go Math Performance Tasks to gauge teacher effectiveness through analysis of learning outcomes periodically throughout the year.
4. The Data Specialist will input the data from the NYC Performance Based Assessments and create a system for analysis to track evidence of academic growth and gaps.
5. The Data Specialist will input the data from the Go Math end-line assessment into the tracking system to measure areas of growth.

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

1. Benchmark assessments will occur in November 2014, January 2015 March 2015 and June 2015.

2. Network led professional development sessions take place in October 2014, November 2014, December 2014, January 2015, March 2015 and end in May 2015. On-going teacher led professional development take place during weekly vertical and horizontal teacher team planning meetings.
3. On -going inquiry work will take place during weekly vertical and horizontal teacher team meetings.
4. The NYC Performance Based Assessment in mathematics will be administered and scored beginning in April 2015 through May 2015.
5. The Go Math end of year assessment will be administered and scored in May 2015 through June 2015

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

1. The Baseline and benchmark performance based assessments will be administered during the school day, adhering to the testing modifications required for each child.
2. In order to engage lead teachers in full day professional development facilitated by the Network Support Team, substitute teachers will be employed to supervise students in their classrooms.
3. Common planning periods during the week and the structured eighty minutes each Monday afternoon will be used for inquiry work within vertical and horizontal teach team meetings analyzing teacher and student work products and data trends.
4. Teacher teams will analyze the results of the end- line NYC Performance based Assessment to determine if the goal was met for each student.
5. The Go Math end of year assessment will be analyzed by each teacher team to determine if the goal was met for each student.

**Strategies to Increase Parental Involvement**

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

- PS 44 will encourage more school-level parental involvement by:
- Providing assistance to parents in understanding Common Core State Standards and assessments for math.
  - Providing materials and training to help parents work with their children to improve their achievement level in m math.
  - Implementing two Parents as Math Partners and Two Saturday Workshops to engage parents in hands-on learning experiences regarding Performance Based Tasks and NYS Learning Standards and expectations

**Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA	Title IIA	Title III	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

### Goal and Action Plan #3

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

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2015, there will be an increase in the type and number of school events offered to members of the school community resulting in a 20% increase in family and parent engagement as evidenced by attendance taken at school events.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 The NYC School Survey for the 2013-2014 school year states that 22% of parents attended fewer than three school events. The 2013-2014 Quality Review recognizes that our school has enhanced our open house to clearly outline the expectations in the curricula based on the CCSS. Our school needs to increase the variety of events and activities for formal and informal gathering of parents to foster relationships between parents and grow a stronger connected community.

#### **Instructional Strategies/Activities**

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
  1. Parent orientations outlining and explaining the CCSS expectations will be held to invite parents to sample CCSS Performance Base Tasks during informational sessions. Parents are also invited to participate as Parents as ELA and Math Partners.
  2. Invite parents to participate in events to foster social/emotional growth (e.g., anti-bullying presentation, 7 Habits Award Assemblies, Marcus Garvey Feast, and Parent Outreach Group sessions)
- 2. Key personnel and other resources used to implement each strategy/activity**
  1. Administration, parent coordinator, lead teachers who attended the Network 612 literacy and math workshops and select classroom teachers will facilitate the sessions.
  2. Educational consultants from "The NED Show", administrators, parent coordinator, School Implementation Team, School Leadership Team and members of the PTA will organize and facilitate these events.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. Administrators and the parent coordinator will collect and analyze parent surveys, feedback sheets and attendance/sign-in sheets.
  2. Administrators and the parent coordinator will collect and analyze parent surveys, feedback and attendance/sign-in sheets.
- 4. Timeline for implementation and completion including start and end dates**
  1. September 2014-June2015.
  2. Ongoing Parent weekly/monthly activities beginning in September 2014 through June 2015.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. Copies of Citywide Instructional Expectations, NYS ELA and Math Standards, and literacy and math instructional tasks.
  2. Copies of the 7 Habits of Highly Effective Students and the Partnership Standards for School and Families.

#### **Strategies to Increase Parental Involvement**

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

1. Celebrate parents work with their children to improve their achievement levels in ELA and Math through potluck dinners with foods from different cultures.
2. The school will engage parents in collaborative activities that reinforce the social emotional behaviors (i.e. persistence, engagement, work habits/organizational skills, communication/collaboration skills, and self-regulation) aligned to building the foundation for college and career readiness.

#### **Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA	Title IIA	Title III	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

6.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

#### **5. Strategies/activities that encompass the needs of identified subgroups**

6.

#### **6. Key personnel and other resources used to implement each strategy/activity**

1.

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

1.

#### **8. Timeline for implementation and completion including start and end dates**

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## 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	<ul style="list-style-type: none"> <li>• Ready Gen</li> <li>• Good Habits Good Readers</li> <li>• Guided Reading</li> <li>• Shared Reading</li> <li>• Interactive Reading</li> <li>• Interactive Writing</li> <li>• Increasing volume through on demand writing and use of writing prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one tutoring</li> <li>• Inquiry teams target the lowest third of student population by grade and provide additional support</li> </ul>	During the school day
Mathematics	<ul style="list-style-type: none"> <li>• Go Math</li> <li>• Exemplars</li> <li>• Guided Math Groups</li> <li>• Problem Solving Friday's</li> <li>• Grade Fluency Practice</li> <li>• Writing in Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one tutoring</li> <li>• Inquiry teams target the lowest third of student population by grade and provide additional support</li> </ul>	During the school day
Science	<ul style="list-style-type: none"> <li>• Houghton Mifflin</li> <li>• The scientific method through hands-on, writing in content area</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> </ul>	During the school day
Social Studies	<ul style="list-style-type: none"> <li>• Houghton Mifflin</li> <li>• Content area vocabulary development, writing in content area</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> </ul>	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• 7 Habits of Highly Effective Students; <i>Steven Covey</i> initiative:</li> <li>• Behavior intervention plans for at risk students</li> <li>• Follow up from suspension</li> <li>• Improved concentration and focus on academics</li> <li>• Promote healthy socialization skills</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> </ul>	During the school day

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

6. All elements of the *All Title I Schools* section must be completed\*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. Targeted Assistance (TA) Schools must also complete the *TAS 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.			
<b>2.</b>	<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Administration works closely with the Human Resources Director to recruit highly qualified teachers through interviews, resumes, and certification.

**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).
All staff receive on going professional development around the Common Core State Standards and the Citywide Instructional Expectations both on-site and off-site.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Consolidated federal, state and local funds are used to provide services and supplies to support school programs for students in temporary housing. All funds are also used to support the goals and objectives of the school CEP as well as comply with all federal, state and local mandates.

**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.).
The students entering PS44 are supported by administration and trained staff members which include teachers, social workers, school counselor, psychologist and the parent coordinator. The Pre-Kindergarten program facilitates the smooth transition of students from early childhood to kindergarten. Teachers meet and plan with other teachers from grades K-5 and align their programs to support the growth of students. Through PACT (Parent and Child Time) parents receive information on early childhood development and engage in hands-on learning activities with their children to foster parent and child interactions. We provide workshops for parents in academics, parenting skills and social/emotional supports in order for parents to hone their skills in supporting their children at home.

**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.
The PS 44 Instructional Team, which includes teachers across all grades, participate in the decision process regarding the selection of appropriate multiple assessments. Professional development is provided for teachers to hone their pedagogical skills and practices around assessments, analyzing student data, giving students feedback, and using data to drive instruction. Teachers across grades meet with administrators to select assessments based on benchmark data gathering needs.

**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)**

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

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

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**Parent Involvement Policy (PIP)**

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 P.S. 44. Therefore, P.S. 44, 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. P.S. 44's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of P.S. 44 school community. P.S. 44 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;

P.S. 44's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. P.S. 44 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 1<sup>st</sup> 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;

P.S. 44 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**

PS 44, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 13K044**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$250,092.81	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$162,059.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,281,062.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

## Part I: School ELL Profile

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

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>044</b>
School Name <b>Marcus Garvey Elementary</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Valerie Taylor</b>	Assistant Principal <b>Nichele Holder</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Oneila Foster</b>	Guidance Counselor <b>Yaacov Abraham</b>
Teacher/Subject Area <b>N/A</b>	Parent <b>Tanya Jones</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Cheryl Williams</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>Cynthia Felix</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>268</b>	Total number of ELLs	<b>6</b>	ELLs as share of total student population (%)	<b>2.24%</b>
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# 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE	0	1	0	1	1	3	0	0	0	0	0	0	0	6
SELECT ONE														0
<b>Total</b>	0	1	0	1	1	3	0	0	0	0	0	0	0	6

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	6	0	0	0	0	0	0	0	0	6

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	6	0	0	0	0	0	0	0	6	
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	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		1				1								2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1	1	2								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>6</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1				2								3
Intermediate(I)					1									1
Advanced (A)				1		1								2
Total	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>6</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>		1				2							

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		1				3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use LAB-R to identify the proficiency of new admits. In the classroom teachers use ECLAS and DRA to assess early literacy skills. The data shows the ELLs' are making progress in achieving academic proficiency.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns across proficiency levels on LAB-R shows that students entering kindergarten have a better understanding of the English language. The NYSESLAT has demonstrated the continuing acquisition of English proficiency. In 2013, out of seven students who took the test in grades K-5, four demonstrated academic growth. Three of the students were new arrivals.

- (a) 2 beginners who took the LAB-R showed growth on NYSESLAT. 1 beginner remained at the same level but exhibited growth in listening, speaking, reading, and writing.
  - (b) 1 beginner attained intermediate status.
  - (c) 1 intermediate moved to an advanced level.
  - (d) 3 beginners demonstrated growth in listening, speaking, reading, and writing.
  - (e) 1 advanced remained the same.
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](#))
- Patterns across the modalities in NYSESLAT will have an impact on instruction because it gives a better understanding to the needs of the students and it helps teachers plan instruction. RNMR report is not available as of 10/24/13.
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?
- ELLs in P.S. 44 take tests in English. The periodic assessments show that they are making steady progress.
- (a) The patterns across the proficiency levels indicate growth. Students at P.S. 44 do not participate in Native Language testing.
  - (b) The results of the ELLs periodic assessments are used by teachers to plan instructions to meet the needs of the students.
  - (c) The school is learning that ELLs are making progress and are able to compete with the general population.
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](#).)
- Once it has been determined that the ELL's deficit is not based on a language barrier, we provide the necessary academic intervention to support the student in all content areas, especially reading, writing and math.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- When students show growth in academic areas, we know that the methods being used are successful. Data from all tests and evaluations show the successes and failures and where additional intervention is required.
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?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of the ELL program is evaluated using data from both formative and summative assessments.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- Upon registration, parents are given a Home Language Identification Survey (HLIS) to complete. The ESL teacher then reviews these forms and signs them indicating whether or not the student is eligible for testing. This is based on parental response. Within

ten days, the eligible students are administered the LAB-R exam. The Spanish Lab is administered at this time, if needed. The results will determine placement. The ESL teacher is fluent in Spanish and will conduct the informal, oral interview for Spanish speaking parents.

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.

Although P.S. 44 only offers a free-standing ESL program, the parents meet with the ESL teacher, who informs them of the availability of Transitional Bilingual and Dual Language programs in other schools and districts. This occurs within the first thirty days of school. Our parents understand that they can make changes during the school year, but they consistently choose the free-standing ESL program. If more than fifteen parents of one spoken language request a Transitional Bilingual or Dual Language program, then we will initiate the process to make this available.

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 [\[see tool kit\]](#).)

Entitlement letters are distributed as students become eligible for the program or continue entitlement. We use the following ATS reports to determine NYSESLAT eligibility: RPAGE, RLAT, RHLA, RSMR, and REXH. Entitlement letters records are maintained in each students folder by the ESL teacher. The ESL teacher meets with the parents to complete the survey and program selection forms. Continued entitlement letters have a tear off attachment that includes a date by which it must be returned.

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 to place identified ELL students in bilingual or ESL instructional programs are based on the choices of the parents from the parental survey. Parents have the option of choosing TBE, DL, or ESL. Although we only offer a free-standing ESL program, parents are provided with access to other programs within the city and neighboring districts. We update our ELPC screen in ATS within 20 days of a student's admission to our 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.

Parents are advised of the NYSESLAT schedule. We have a team of teachers who administer each part of the test. These teachers also score the exam. The ESL teacher only administers the listening portion of the exam.

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](#)

Our parents consistently choose ESL because they prefer to have their children enrolled in our school. One hundred percent have chosen ESL. We have never had a parent ask for another program. Program models offered at our school are aligned with parents request. Parents have not asked for a bi-lingual 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])?
    - (a) The ESL program at PS 44 is a pull-out program model that offers support to students with limited English proficiency.
    - (b) Students are grouped according to the same proficiency level.
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)?
    - (a) In our ESL program, students are serviced five times a week and receive the mandated hours of services. Beginners and inintermediates receive 360 minutes and advanced students receive 180 minutes. The materials are geared towards the needs of the students, and the instruction is designed to help students reach the level of performance that the Common Core State Standards (CCSS) demands. Instruction is provided in all subject areas and gives the needed support. The main focus of instruction is based upon the principles presented in the CALLA Guide books, CCSS, and Danielson's Framework for teaching.
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.

A variety of instructional strategies are utilized. Some of these include role-playing, modeling, and hands-on activities that assist with language development. All instruction is presented in English. Linguistic structures are taught according to concepts and context to be mastered.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At PS 44, we do not have a bilingual or dual language program. Thus, ELLs are evaluated in English. If they are eligible for state testing, then arrangements can be made for students to take subject area exams in their native language (if available).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We use the ELL periodic assessment, teacher made tests, and end of unit assessments.
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).
  - (a) There are no SIFE students. If we had SIFE students, we would pair them with other students, and the use of technology (computers, leap pads, lpads, etc.) to include these students in the learning environment.
  - (b) For newly arrived ELLs, they are given intensive pull-out classes in basic interpersonal communication skills. In addition, this curriculum will develop the vocabulary, syntax and functions necessary for them to integrate socially and academically into their classes.
  - (c) ELLs with receiving services 4 - 6 years will continue to receive the academic support based on their assessment data.
  - (d) Long-term ELLs emphasis will shift towards addressing their most pressing academic needs, especially in reading and writing through articulation with the classroom teachers.
  - (e) After ELLs have tested proficient, the ESL teacher and classroom teachers keep in close contact to discuss students progress and areas of concern.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs identified as having special need are grouped according to their proficiency. They are integrated with other students as they are held to the same high standards and expectations. These students receive additional assistance as recommended by their IEPs. Some of these are speech, resource room, and academic intervention.
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?

At PS 44, we use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs - SWDs within the least restrictive environment by offering the necessary support to help the students achieve academic strides. These can include ESL push-in instruction, if necessary, and academic intervention.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

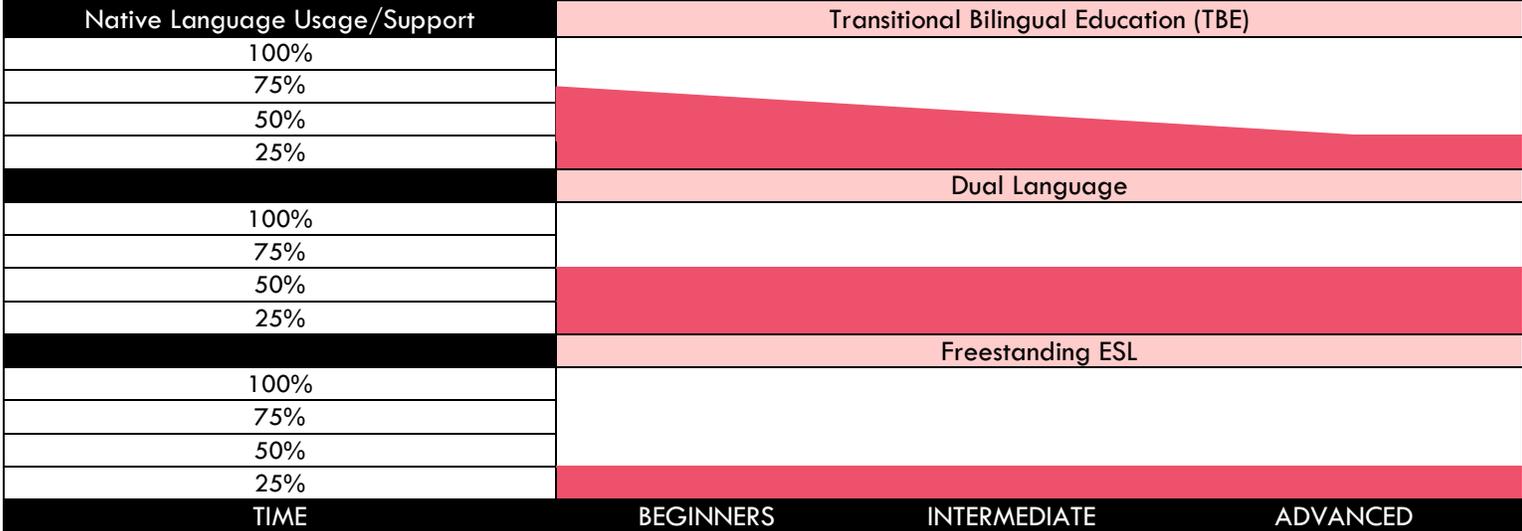
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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.  
ELLs are eligible to participate in all intervention programs provided in our schools. The groups targeted are those who do not have IEPs as they receive mandated services. These students are offered academic intervention services.
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 is effective as it is meeting the needs of our ELL population because they are demonstrating growth in both academic and language development.
11. What new programs or improvements will be considered for the upcoming school year?  
Improvements we would like to make for the upcoming school year include more hands-on use of technology by incorporating specific Apps on programmed Ipads to help ELLs with language acquisition.
12. What programs/services for ELLs will be discontinued and why?  
All current programs will remain in place for the upcoming year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All extra curricular activities in PS 44 are open to all students for participation, and this includes ELL students. Some of these activities are girls/boys basketball team, girls/boys track team, violin, and band.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Instructional materials include text books, work books, big books, various literature genres, leap frog, and listening centers. Students have access to the computer lab where programs are utilized that provide assistance in language development. SmartBoards have now been added to all classrooms.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
In PS 44, all support is provided in English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All services and resources correspond to ELLs ages and grade levels.
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.  
There are no activities to assist newly enrolled ELLs before the beginning of the school year. New ELLs are paired with students who are more proficient. They also have access to listening centers, computers, and leap pads.
18. What language electives are offered to ELLs?  
There are no language electives offered at PS 44.
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.
  - (1) The staff is provided with professional development in ELA and Math. These are provided in-house and out of the building.
  - (2) Teachers receive 50 minutes of professional development in the Common Core State Standards in-house weekly, and also off-site through the Network.
  - (3) The guidance counselor provides counseling for the students to prepare them for the transition to middle school, as well as articulation support for parent and students.
  - (4) 100% of teachers received the required 7.5 to 10 hours of ELL training.

### 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 important members of the school community and their input is of value in maintaining strong teacher/parent collaboration. All parents are encouraged to join and actively participate in the schools PTA.
  - (2) Our parent coordinator partners with community based organizations to provide workshops that offer valuable information and resources for all parents.
  - (3) The parent coordinator surveys the parents to determine their needs.
  - (4) Programs are designed based on the outcome of the parent surveys.

### 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.

N/A

## Part VI: LAP Assurances

**School Name: PS 44 The Marcus Garvey School**

**School DBN: 13K044**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Valerie Taylor	Principal		12/6/13
Nichele Holder	Assistant Principal		12/6/13
Cheryl Williams	Parent Coordinator		12/6/13
Oneila Foster	ESL Teacher		12/6/13
Tanya Jones	Parent		12/6/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Yaacov Abraham	Guidance Counselor		12/6/13
Cynthia Felis	Network Leader		12/6/13
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **13K044** School Name: **Marcus Garvey Elementary**

Cluster: **612** Network: **Grapevine**

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

**Part A: Needs Assessment Findings**

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

Upon registration parents are given the Home Language Identification Survey (HLIS) form which comes in various languages. Based on the information from this survey we are able to identify the primary language spoken by each student. This information helps us determine if the parent requires language assistance in order to communicate effectively with the school and the Department of Education.

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.

According to the data from the HLIS survey we found that less than 10% of our families are in need of written or oral translation services. The findings were reported to the school community through the school leadership team which includes staff and parents and are included in the school's Comprehensive Education plan (CEP).

## Part B: Strategies and Activities

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

Oral and written translation services are provided in-house by school staff and parent volunteers. When needed written translated documents are provided simultaneously with the English speaking population.

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 are provided by school staff and family volunteers to parents who require language assistance.

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>.

As required by the Chancellor's Regulations A-663 we provide language assistance for parents who require assistance. Parents are informed of the services by a sign in the covered languages posted at the entrance of the building informing them of their rights regarding translation services.