

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

31R044

School Name:

THOMAS C. BROWN

Principal:

MR. JOSEPH A. MILLER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 31R044
School Type: N/A Grades Served: PreK - 5
School Address: 80 Maple Parkway, Staten Island, NY 10303
Phone Number: 718-442-0433 Fax: 718-442-2323
School Contact Person: Ms. Sarah L. Hamilton Email Address: Shamilton5@schools.nyc.gov
Principal: Mr. Joseph A. Miller
UFT Chapter Leader: Mrs. Cynthia Panarella
Parents' Association President: Jesenia Benitez
SLT Chairperson: Jeanette Samulski
Student Representative(s): N/A

District Information

District: 31 Superintendent: Mr. Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace Bldg. A
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: (718 420-5667 Fax: 718 420-5657

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Mr. Jose Ruiz
Network Number: 609 Network Leader: Mr. Michael Dantona

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- ✓ List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- ✓ SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- ✓ The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joseph A. Miller	*Principal or Designee	
Cynthia Panarella	*UFT Chapter Leader or Designee	
Jesenia Benitez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jeanette Samulski	SLT Chair Member/ Teacher	
Tiease Ammamoo	Member/Parent	
Pamela O'Donnell	SLT Co-Chair Member/ Teacher	
Deidra Newsome	Member/ Parent	
Jacqueline Paite-Conyers	Member/Teacher	
Marisol Cruz	Member/ Parent	
Wendy Payne	Member/Parent	
N/A	Member/ N/A	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
✓	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
✓	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
✓	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
✓	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
✓	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
✓	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- ✓ Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- ✓ School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- ✓ Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- ✓ **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- ✓ **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- ✓ **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- ✓ **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- ✓ **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- ✓ Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- ✓ School strengths, accomplishments, and challenges.
- ✓ The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 44, The Thomas C. Brown School is located in the Mariner's Harbor section of Staten Island. PS 44 is a reflection of the diverse, low income community that it serves. PS 44 Thomas C. Brown is an Elementary school with 943 students from Pre-Kindergarten through grade 5. The school population comprises 42.0% Black, 50.0% Hispanic, 2.0% White, and 2.0% Asian students. The student body includes 7.0% English Language Learners and 32.0% receiving Special Education services. Public School 44 has initiated and developed a highly successful Dual Language program. The school proudly offers ICT Dual Language and boasts the only Pre- Kindergarten Dual Language Program in District 31. Our school mission statement articulates that all students will be supported in the acquisition of requisite skills necessary for continued emotional and academic success. The students of Public School 44 will complete their formative years with an understanding, tolerance and appreciation for socially and academically diverse people. The school intends to create a safe, inclusive and instructionally challenging environment. Our school family (parents, teachers, and staff) will help to develop literate and socially responsible young people while respecting **every** child's right to be educated in their community school regardless of their special need(s). Our strategic partnerships/collaborations with the Cartoon Network, National Basketball Association (NBA), Staten Island Mental Health, Calvary Church, Sundog Theater, The Alice Austen House and Marquis Studios are aligned to support our school's mission. We are currently participating in a public school/charter school Arts project with John W. Lavelle Preparatory Charter School and in Port Richmond High School's Community School initiative. Public School 44 also provides free after-school programs for 200-250 students through partnerships with The YMCA and United Activities Unlimited (UAU).

Public School 44's strengths include "excellent" student progress in improvement on the State English test for our lowest performing students as well as "excellent" student progress in improvement on the State Math test for all students and lowest performing students (as cited in our most recent Elementary School Quality Snapshot). PS 44 has also achieved a rating of "good" in terms of closing the achievement gap on the State English test in English Language Learners (ELLs), Students with Special Needs, and Lowest Performing Students subgroups respectively. We have also achieved a rating of "good" in the area of moving our students with special needs to less restrictive environments. Our most recent Quality Review indicates that we are currently "Well Developed" in our capacity to maintain a culture of mutual trust and foster positive attitudes that support the personal and academic growth of students and adults.

Although Public School 44 has maintained momentum in area of student progress, we continue to face challenges in the area of student performance in English Language Arts and Mathematics. Currently 11% of our students met State standards on the State English test. 15% of our students met State standards on the State Math test. We continue to focus on implementation of school-wide best practices such as collaborative teaching, a constructivist approach to instruction, and reflective practice.

Student progress remains the area that has demonstrated the most growth. More specifically, we see consistent growth among our English Language Learners on State Math exams and on the New York State English as a Second Language Test (NYSESLAT). Results from the most current Title III AMAO Tool indicate that our ELLs are on track to meet AYP through the year 2016. Our key areas of focus for the current school year are in alignment with the Capacity Framework and represent the necessary next steps in order to support student achievement.

Those key areas are:

- Structured Response to Intervention (RTI) Program (5A)
- Annual student attendance rate and reduction of students designated chronically absent (5B)
- Establishing and maintaining Professional Learning Communities (5C)
- Deepening knowledge of Danielson's Framework for Teaching (5D)
- Increasing Dual Language parental involvement (5E)

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- ✓ Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- ✓ Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On the Spring 2014 administration of the New York State English Language Arts test, the 148 students who were tested as third graders performed at the following levels:

- ✓ Level 1: 93 students
- ✓ Level 2: 38 students
- ✓ Level 3: 16 students
- ✓ Level 4: 1 student

The 125 students who were tested as fourth graders performed at the following levels:

- ✓ Level 1: 61 students
- ✓ Level 2: 52 students
- ✓ Level 3: 11 students
- ✓ Level 4: 1 students

The 110 students who were tested as fifth graders performed at the following levels:

- ✓ Level 1: 60 students
- ✓ Level 2: 39 students
- ✓ Level 3: 10 students
- ✓ Level 4: 1 student

It is clear that the majority of our students performed at either a Level One or a Level Two on the New York State ELA Test. According to the 2013-2014 School Quality Guide, 10.5% of our students are at a Level 3 or 4. This percentage of students places PS 44 into the “Approaching Target” category on the Metric Targets for 2014-2015.

On the Spring 2014 administration of the New York State Math Test, the 150 students who were tested as third graders performed at the following levels:

- ✓ Level 1: 94 students
- ✓ Level 2: 44 students
- ✓ Level 3: 8 students
- ✓ Level 4: 4 students

The 125 students who were tested as fourth graders performed at the following levels:

- ✓ Level 1: 68 students
- ✓ Level 2: 39 students
- ✓ Level 3: 12 students
- ✓ Level 4: 5 students

The 111 students who were tested as fifth graders performed at the following levels:

- ✓ Level 1: 56 students
- ✓ Level 2: 27 students
- ✓ Level 3: 21 students
- ✓ Level 4: 7 students

It is clear that the majority of our students performed at either a Level One or a Level Two on the New York State Math Test. According to the 2013-2014 School Quality Guide, 15.2% of our students are at a Level 3 or 4. This percentage of students places PS 44 into the “Approaching Target” category on the Metric Targets for 2014-2015.

Our needs assessment has been guided by the Capacity Framework element of Rigorous Instruction. Within this element of Rigorous Instruction, we utilized the most current data from the Spring 2014 administration of the New York State ELA and Math Exams to demonstrate our students' recent performance on the exams. We also utilized the 2013-2014 School Quality Guide to inform us of our projected path for students' future performance on the exams. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-2015 school year, students who need extra support with literacy and/or math will be identified and placed into a structured RTI (Response to Intervention) program by teachers who will engage in the following activities:

- ✓ Teachers will utilize TCRWP running records and Go Math benchmark assessments
- ✓ Teachers will identify the students who are at risk and who will receive additional support in the first round of Tier II intervention

resulting in a 3% increase in students' proficiency levels in Literacy and Math.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The creation of a free-standing RTI program that provides Tier II interventions in literacy.	All students in need of Tier II interventions in literacy as identified by performance on the TCRWP running records.	October 2014 through June 2015	Classroom teachers will analyze student data and will then provide the names of students in need of Tier II interventions to their grade Assistant Principals and to the teachers who provide Tier II and literacy interventions outside of the classroom.
The structuring of instruction to allow for Tier II interventions in Math.	All students in need of Tier II	October 2014	Classroom teachers will

	interventions in Math as identified by performance on Go Math assessments.	through June 2015	analyze student data and will then implement Tier II and interventions in Math within their classrooms. Administrators will oversee the Tier II interventions in Math on the grades they supervise.
The administrative team will review student data from literacy and Math assessments in order to: <ul style="list-style-type: none"> ✓ Identify grade-wide and school-wide trends ✓ Identify strategies that will support ELLs and Students with Special Needs ✓ Identify topics for future parent workshops 	All students in need of Tier II interventions in either literacy and/or Math.	October 2014 through June 2015	The Principal and the Data Specialist will collaborate with the Assistant Principals.
The Core RTI Team will review student data from the Tier II interventions to determine what the next steps are for the student: <ul style="list-style-type: none"> ✓ Remain in RTI for another round of Tier II intervention ✓ Move out of RTI (based on improvement) 	All students who receive RTI	October 2014 through June 2015	The RTI teachers, SETSS teachers, the Data Specialist, and the Assistant Principals will meet to review the student data and to make decisions based on that data.
The parents/guardians of students in the RTI program are notified of their child's participation in the program in writing. Letters are sent home in English, in Spanish, and in other native languages as necessary. Parents are informed of their child's progress in the RTI program in writing.	All parents/guardians of students who receive RTI	October 2014 through June 2015	The Assistant Principals are responsible for preparing the letters. The Data Specialist and the RTI teachers are responsible for maintaining a record of parent/guardian communication. Parents/guardians are encouraged to contact the Assistant Principals, RTI teachers, and/or the classroom teachers.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Data Specialist to coordinate data analysis

- Teachers to provide Tier II literacy instruction in the free-standing RTI program
- SETSS teachers, Data Specialist, RTI teachers, and Assistant Principal to form Core RTI Team
- Principal, Assistant Principals, and Data Specialist to identify and discuss data analysis to inform next steps

Instructional Resources:

- Wilson Program
- Foundations Program
- Go Math RTI Program

Schedule Adjustments:

- Roster of students in RTI pull-out program
- Schedule of students in RTI pull-out program

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	N/A	Title IIA	N/A	Title III	N/A	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

TCRWP Running Records are used to monitor progress in literacy. The mid-year benchmark in literacy coincides with the January administration of the TCRWP Running Records.

In Kindergarten, students are on track to meet the end year benchmark of reading on a Level D/E, if they meet the mid-year benchmark of reading on a level B/C.

In Grade One, students are on track to meet the end year benchmark of reading on a Level I/J/K, if they meet the mid-year benchmark of G/H.

In Grade Two, students are on track to meet the end year benchmark of reading on a level M, if they meet the mid-year benchmark of reading on a level K/L.

In Grade Three, students are on track to meet the end year benchmark of reading on a level P, if they meet the mid-year benchmark of reading on a level O.

In Grade Four, students are on track to meet the end year benchmark of reading on a level S/T, if they meet the mid-year benchmark of reading on a level R.

In Grade Five, students are on track to meet the end year benchmark of reading on a level V, if they meet the mid-year benchmark of reading on a level U.

GoMath Benchmark Assessments are used to monitor progress in Math. The Mid-Year Benchmark Assessment in GoMath is scheduled to be given between mid-January to early February.

For the Mid-Year Benchmark, students who score under 50% are not proficient, students who score between 51 – 70% are approaching proficiency, and students who score above 71% are proficient.

For the End-Year Benchmark, students who score under 50% are not proficient, students who score between 51 – 70% are approaching proficiency, and students who score above 71% are proficient.

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	N/A	No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- ✓ Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- ✓ Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After three years of growth in our annual attendance rate, in the 2013-2014 school year, our attendance rate dipped to a low of 89.61%. When the Chronic Absent Attendance Tool was run on July 16, 2014, two striking data points were revealed:

- ✓ In the 2013-2014 school year, 182 students were chronically absent (more than 20 days absent).
- ✓ These 182 students missed 33.5 days of school (on average).

Out of 902 students, 182 students missed an average of 33.5 days of school. Student achievement is directly linked to student attendance. An improvement in student attendance will lead to an improvement in student achievement

Currently we have a school-to-date attendance rate of 93.85%, which is slightly above the current city average of 92.90%. Our school maintains a culture of mutual trust between the parents, teachers, and students. Our most recent school survey (2013-2014) indicates that 93% of the parent respondents were satisfied with the school’s culture. This mutual trust is important because when a student is chronically absent, the teachers and parents are able to work together to resolve the family issues that impact student attendance.

Our needs assessment has been guided by the Capacity Framework element of Supportive Environment. Within this element of Supportive Environment, we utilize data from the July 12, 2014 version of the Chronic Absent tool and from the attendance data that is available in the Principal’s portal. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-2015 school year, our goal is to continue movement towards a yearly attendance rate consistent with the Chancellor’s target attendance rate for elementary schools. In addition, the chronically absent rate will decrease by 5% as a result of the following practices:

- ✓ Daily, weekly, and monthly monitoring of the attendance for each class
- ✓ Weekly and monthly incentives for the class with the best attendance rate
- ✓ Daily and weekly monitoring of chronically absent students
- ✓ Daily outreach to families of chronically absent students

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<p>to impact change</p> <ul style="list-style-type: none"> • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>Teachers will take morning and afternoon attendance, and will post a sign on the classroom door each day that there is 100% attendance.</p>	<p>All students who attend PS 44</p>	<p>September 2014 – June 2015</p>	<p>Classroom teachers will take the attendance, and a school aide will scan the attendance. Each Assistant Principal is responsible for ensuring that attendance is taken on the grades that they supervise.</p>
<p>The grade Assistant Principals will monitor the daily, weekly, and monthly attendance for the grades that they supervise.</p>	<p>All students who attend PS 44.</p>	<p>September 2014 – June 2015</p>	<p>Each Assistant Principal is responsible for monitoring the attendance of the students on the grades that they supervise and for ensuring that the proper outreach is conducted to families of chronically absent students.</p>
<p>By utilizing the Chronic Absent Attendance Tool, the Attendance Team will meet each week to identify, discuss, and provide next steps for students who are in danger of becoming chronically absent or who are chronically absent.</p>	<p>Students who are at risk of becoming chronically absent and students who are chronically absent.</p>	<p>September 2014 – June 2015</p>	<p>The Attendance Team is responsible for looking at student attendance data and for referring specific students to the Attendance Officer for further action. This will be overseen by the grade Assistant Principals.</p>
<p>The Attendance Team will work with the PTA, the Parent Coordinator, and the teachers to conduct outreach to chronically absent students and to provide daily and weekly incentives for all students to attend school.</p>	<p>Students who are at risk of becoming chronically absent</p>	<p>September 2014 – June 2015</p>	<p>The Attendance Team will coordinate efforts to establish and</p>

	and students who are chronically absent.		implement an attendance incentive plan. This will be overseen by grade Assistant Principals.
The Attendance Team will work with the PTA, the Parent Coordinator, and the teachers to conduct outreach to the parents/guardians of chronically absent students. The Attendance Team recognizes that positive school-family relationships are critical to reversing a trend of chronic absence. The intent of the outreach is to offer parents/guardians additional support in helping their children attend school.	Parents/guardians of students who are at risk of becoming chronically absent of students who are chronically absent.	September 2014-June 2015	The Attendance Team will coordinate efforts to reach out to the parents/guardians.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Attendance Teacher to conduct home visits and intervene with families of students who are often absent
- School Social Worker to work with and to support families who are having difficulty with regular school attendance
- Attendance Team to meet once a week to review student attendance data and to review incentives for good attendance
- School Aide to scan daily attendance and provide reports of daily absences to grade Assistant Principals and the Dean of Students
- Family Workers will assist with home visits and interventions with families of students who are often absent
- Dean of Students and Guidance Counselor to provide additional support
- Teachers to promote a classroom culture that values 100% student attendance every day
- PTA and Parent Coordinator to award monthly attendance certificates to students

Schedule Adjustments:

- Assemblies to promote attendance

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	N/A	Title IIA	N/A	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

AIDP Grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The first measure is the current attendance rate. The second measure is the reduction in the number of days that chronically absent students are not in school.

Maintenance of Current Attendance Rate: Our goal is to maintain our current attendance rate of 93%. If we are able to maintain an attendance rate of 92% to 93% by February 27, 2015, then we will consider ourselves to be on track for an end-year attendance rate of 93%.

Reduction in the Number of Days that Chronically Absent Students Are Not in School: Our goal is to cut the number of days that chronically absent students are not in school. The mid-year benchmark is the creation and implementation of individual action plans to reduce the number of days that chronically absent students miss. The end-year benchmark is the reduction in the number of days that chronically absent students miss.

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	N/A	Yes	N/A	No
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<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- ✓ Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- ✓ Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS 44 supports the creation and maintenance of Professional Learning Communities that embrace a constructivist approach, collaborative teaching, and reflective practice. Our most recent Quality Review (2012 – 2013) highlighted the need to continue to “build on the current work in curriculum development to enhance and expand rigor of academic tasks”. In addition to the continued work to refine our implementation of the ReadyGen and GoMath curricula, teacher teams meet to discuss and to improve instructional practice. The results from the 2013 – 2014 School Survey indicate that 51% of teacher respondents strongly agreed with the statement: “Teachers in my school work together on teams to improve their instructional practice.” An additional 47% of teacher respondents agreed with the same statement. Our needs assessment has been guided by the Capacity Framework element of Collaborative Teachers. Within this element of Collaborative Teachers, we utilized the most current data from our most recent Quality Review (2012-2013). We also utilized the 2013-2014 School Survey to inform us of teacher attitudes toward working with their peers. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-2015 school year, teachers and administrators will participate in Professional Learning Communities that support the deepening of instructional practice as evidenced by formal and informal classroom observations and strategic focused walks and by engaging in the following activities at a minimum of three times a year:

- ✓ Inter-visitations to other classrooms
- ✓ Sharing of best practices with our partner schools within Network 609
- ✓ Sharing of best practices with the Division of English Language Learners and Student Support (DELLSS)
- ✓ Implementation of reflective teaching
- ✓ Creation of differentiated professional development plan

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<p>credited, SIFE, STH).</p> <ul style="list-style-type: none"> • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>As a way to support the practice of reflective teaching, teacher teams will use the Collaborative Assessment Consultation Protocol to look at student work in a thoughtful, constructive, and systematic way.</p>	<p>All students have the potential to be targeted either through the direct consideration of their work as it is examined by the teacher teams or through the changes in instructional practice that are a result of the conversations held by the teacher teams.</p>	<p>November 2014 through June 2015.</p>	<p>Teacher teams on grades Pre-K through Five, the Dual Language Department, and cluster teachers will implement the chosen protocol for looking at student work. Administrators will oversee the various teacher team meetings in which student work is discussed via the protocol.</p>
<p>As a way to support English Language Learners (ELLs), Students with Special Needs (also known as Students with Disabilities, or SWDs), a differentiated Professional Development (PD) plan will be put into place. Teachers of ELLs and/or Students with Special Needs will be afforded the opportunity to attend PD sessions targeted to the needs of ELLs and/or Students with Special Needs.</p>	<p>All students have the potential to be targeted because the strategies that the teachers learn from the PD sessions will be turn-keyed to their colleagues.</p>	<p>September 2014 to June 2015</p>	<p>Administrators will encourage teachers to attend PD sessions that target the needs of ELLs and/or Students with Special Needs. Administrators will provide teachers with the opportunity to turn-key information to their colleagues.</p>
<p>As a way to increase parent involvement, teachers will continue to meet with parents/guardians one afternoon a week to discuss student progress.</p>	<p>Each teacher will meet with the parents/guardians of the students he/she teaches</p>	<p>September 2014 through June 2015</p>	<p>Each teacher is responsible for meeting with parents/guardians once a week to discuss student progress. Administrators will communicate with the teachers about parent/guardian meetings</p>
<p>As a way to deepen our practices of collaborative teaching and reflective teaching, teachers will be encouraged to visit each other's classrooms.</p>	<p>Each teacher, inclusive of the teachers in the Dual Language</p>	<p>December 2014 – June 2015</p>	<p>Administrators will ask for teachers to volunteer to have colleagues visit</p>

	Department, will have the opportunity to visit a colleague's classroom.		their rooms. Administrators will create a schedule of inter-visitation based on the teachers who offer their classrooms up for inter-visitations.
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Classroom Teachers to visit classrooms and/or host visitations
- Cluster Teachers to visit classrooms and/or host visitations
- Related Service Providers to visit classrooms as appropriate
- Administrators to facilitate inter-visitations as necessary

Instructional Resources:

- Inter-visitation Exit Slips

Schedule Adjustments:

- Administrators to facilitate scheduling of inter-visitations
- Administrators to provide release time to teachers as necessary

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic	X	Title IIA	N/A	Title III	N/A	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Three measures will be used to monitor progress within the goal of participation in Professional Learning Communities. The first measure concerns the creation and implementation of the differentiated PD plan. The second measure concerns the practice of inter-visitations to other classrooms. The third measure concerns the implementation of reflective teaching.

Differentiated PD Plan: By January 26, 2015, this plan will be reviewed and updated to reflect the types of professional development that have taken place, to determine the impact of the PD that has taken place, and to decide if the PD plan needs to be revised (or not) in order to remain true to the stated goal of embracing a constructivist approach, collaborative teaching, and reflective practice.

Inter-visitations: Schedules of inter-visitations and exit slips from inter-visitation visits will be reviewed. The end-year goal is that 100% of the teachers will participate in at least one inter-visitation. The mid-year goal is that at least 30% of the teachers will have participated in at least one inter-visitation by February 27, 2015.

Reflective Teaching: Teachers will be asked to complete a brief questionnaire asking them to assess the quality of the PD that has been offered. Teachers will be able to suggest ideas for professional development sessions that they would like to have a chance to attend. The surveys will be distributed on January 20, 2015, and collected on January 23, 2015.

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	N/A	Yes	N/A	No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				
N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- ✓ Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- ✓ Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A review of the observation data pulled from Advance, and aligned to the Danielson Framework, revealed that for the 2013 – 2014 school year, teachers received at least one rating at the following levels in the competencies listed below:

2a: Creating and Environment of Respect and Rapport:

- ✓ 21% of teachers were given a Highly Effective
- ✓ 73% of teachers were given an Effective
- ✓ 6% of teachers were given a Developing

2d: Managing Student Behavior:

- ✓ 55% of teachers were given a Highly Effective
- ✓ 40% of teachers were given an Effective
- ✓ 4% of teachers were given a Developing
- ✓ 1% of teachers were given an Ineffective

3b: Using Questioning and Discussion Techniques:

- ✓ 7% of teachers were given a Highly Effective
- ✓ 71% of teachers were given an Effective
- ✓ 20% of teachers were given a Developing
- ✓ 2% of teachers were given an Ineffective

3c: Engaging Students in Learning

- ✓ 9% of teachers were given a Highly Effective
- ✓ 76% of teachers were given an Effective
- ✓ 13% of teachers were given a Developing
- ✓ 2% of teachers were given an Ineffective

3d: Using Assessment in Instruction

- ✓ 8% of teachers were given a Highly Effective
- ✓ 83% of teachers were given an Effective
- ✓ 8% of teachers were given a Developing
- ✓ 1% of teachers were given an Ineffective

There is a tightened focus on the way that the Danielson Framework is being used to drive conversations and evaluations of instruction. Eight competencies (instead of 22 competencies) will be evaluated. In addition to the competencies listed above, the competencies of 1a (demonstrating knowledge of content and pedagogy), 1e (designing coherent instruction), and 4e (growing and developing professionally) are also receiving a more detailed consideration. As we engage in the shared work of improving student achievement via our participation in Professional Learning Communities, Competency 4e is being developed and enhanced.

Our most recent Quality Review (2012 – 2013) indicated that two areas of growth for the school are:

- ✓ Indicator 1.1: ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of

learners and aligned to the Common Core Learning Standards

- ✓ **Indicator 1.2:** develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching

Indicator 1.1 aligns with Danielson Component 1a. Indicator 1.2 aligns with Danielson Component 1e.

Our needs assessment has been guided by the Capacity Framework element of Effective School Leadership. Within this element of Effective School Leadership, we utilized observation data pulled from Advance and our most recent Quality Review. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-2015 school year, the administration will provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's Framework for Teaching resulting in 85% of the teachers showing improvement in at least three of the eight competencies as measured by Danielson's Framework for Teaching:

- ✓ 1a Demonstrating Knowledge of Content and Pedagogy
- ✓ 1e Designing Coherent Instruction
- ✓ 2a Creating an Environment of Respect and Rapport
- ✓ 2d Managing Student Behavior
- ✓ 3b Using Questioning and Discussion Techniques
- ✓ 3c Engaging Students in Learning
- ✓ 3d Using Assessment in Instruction
- ✓ 4e Growing and Developing Professionally

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers, in Professional Learning Communities, will meet in order to plan for instruction that allows for multiple entry points.	The students that each teacher works with are impacted by thoroughly planned instruction.	September 2014 – June 2015	Teachers will regularly meet in Professional Learning Communities facilitated by Assistant

			Principals.
As part of their collaboration in Professional Learning Communities, teachers will look at student work together in order to refine instruction.	The students that the teachers work with will be impacted by instruction that is tailored to meet their specific needs.	November 2014 – June 2015	Teachers and Assistant Principals will follow the Collaborative Assessment Conference Protocol when looking at student work.
Administrators will facilitate professional development sessions that explore questioning and discussion techniques, student engagement, and student assessment.	Teachers and their students will be impacted by effective questioning / discussion techniques, appropriate assessments, and engaging instruction.	September 2014 – June 2015	Assistant Principals will facilitate professional development sessions for the teachers on the grades they supervise.
Administrators and teachers will engage in cycles of observation, feedback, and coaching.	Teachers and students will be impacted by a reflective look at what effective instructional practices look like in specific classroom contexts.	September 2014 – June 2015	The Principal, Assistant Principals, and teachers will continue shared work around understanding what constitutes best practices for effective instruction.
As an extension of engaging students in learning, teachers and administrators will also engage the parents/guardians of students. Parent/guardian engagement happens consistently every week via dedicated parent/guardian engagement time. Parent/guardian engagement also happens via parent/guardian workshops.	All parents/guardians are encouraged to speak to teachers and administrators during the weekly dedicated parent/guardian engagement time. All parents/guardians are invited to attend workshops.	September 2014-June 2015	The teachers, Parent Coordinator, and Assistant Principals will continue to invite parent/guardian participation and inclusion in their child's education.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Teachers to meet in Professional Learning Communities
- Administrators to facilitate Professional Development
- Teachers and Administrators to engage in cycles of observation-feedback-refinement of practice

Instructional Resources:

- Collaborative Assessment Conference handout / power point deck
- Student work
- Five Pillars of Reading handouts / power point decks
- Teacher created activities
- Student created writing pieces
- The Common Core State Standards
- Professional Readings: research-based articles, professional journals, and books
-

Schedule Adjustments:

- Common Planning time for teachers to meet connected to the Five Pillars of Reading
- Process Writing handouts / power point decks
-

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	N/A	Title IIA	N/A	Title III	N/A	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Three measures will be used to monitor progress within the goal of enhancing instruction within the Danielson Framework. The first measure concerns the implementation of the Collaborative Assessment Conference. The second measure concerns the cycle of observation-feedback-refinement of instructional practice.

Collaborative Assessment Conference: By February 13, 2015, teachers will have engaged in the Collaborative Assessment Conference at least five times as part of Professional Learning Communities. By mid-June (2015), teachers will have engaged in the Collaborative Assessment Conference an additional seven times.

Danielson Framework: By February 27, 2015, teachers and administrators will have engaged in two cycles of observation-feedback-refinement of instructional practice. By mid-June, teachers and administrators will have engaged in two additional cycles of observation-feedback-refinement of instructional practice.

Advance Data: By February 2015 Advance data from classroom observations will reveal an increase in teachers showing (some) improvement in at least three of the eight competencies as measured by Danielson’s Framework for Teaching.

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	N/A	No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- ✓ Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- ✓ Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The most recent Learning Environment Survey indicates :

- ✓ 96% of the parents/guardians who responded feel that the school makes it easy for parents to attend meetings. Teachers will capitalize on this facet of school culture to engage parents in workshops.
- ✓ 94% of the parents/guardians who responded feel that the school keeps parents informed about what their child is learning.
- ✓ 91% of the parents/guardians who responded feel that the school keeps parents informed about tutoring, workshops, and programs after school.

In a striking revelation from the Learning Environment Survey, we learn that parent participation in face to face activities at the school varies depending on the type of event.

- ✓ Of the parents/guardians who responded, 42% have attended a parent-teacher conference 1-2 times per year, 36% have attended a parent-teacher conference 3-4 times per year, and 19% have attended a parent-teacher conference 5-6 times per year.
- ✓ Parent/guardian participation wanes with respect to Parent-Teacher Association activities. 64% of parents who responded have minimal or no participation in the PTA.
- ✓ 73% of parents/guardians who responded have communicated with the school about their child’s academic progress.

Our needs assessment has been guided by the Capacity Framework element of Strong Family and Community Ties. Within this element of Strong Family and Community Ties, we utilized the most current data from the Learning Environment Survey. Although parents/guardians feel that school keeps them well informed about event, parent/guardian participation wavers according to the kind of event being offered. It is clear that there is room for growth in terms of parent/guardian participation. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2014-2015 year, our goal is to enhance and increase parental involvement by increasing parent participation in PTA events, holding parent workshops at a variety of times that are convenient to parents/guardians, and by establishing special interest groups in response to parental requests, as evidenced by parent/guardian sign-in sheets, workshop agendas and parent/teacher conference and phone logs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>The Dual Language Department will host parent workshops that are designed to support the acquisition of Spanish.</p>	<p>All of the students in the Dual Language Program</p>	<p>November 2014 – June 2015</p>	<p>All Dual Language Department teachers and Sarah L. Hamilton, the AP in charge of Dual Language / ESL</p>
<p>A Dual Language Parent Council will be established as a forum for parents to voice their concerns and to provide support for each other.</p>	<p>Parents of students in the Dual Language Program</p>	<p>December 2014 – June 2015</p>	<p>Sarah L. Hamilton will initiate the formation of the Council, and then the Council will be headed by a parent volunteer. Because this is a forum intended for the parents, Mrs. Hamilton will play an advisory role. The Council will be run by the parents.</p>
<p>The PTA will continue to increase parent participation at school events by organizing a variety of events that are open to all parents. Events will be offered at times that allow the parents to attend.</p>	<p>All parents of students who attend PS 44.</p>	<p>September 2014 – June 2015</p>	<p>The current PTA president and PTA executive officers will continue to work with the administration and the Parent Coordinator.</p>
<p>Teachers will continue to consistently communicate with parents on a regular basis about their children’s academic and social experiences.</p>	<p>All parents of students who attend PS 44.</p>	<p>September 2014 – June 2015</p>	<p>All teachers will continue to communicate with the parents of their students. The Assistant Principals on each grade will ensure that parental communication occurs on a regular basis.</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Parent Coordinator to continue to reach out to parents for participation at PTA meetings and at PTA sponsored
- Events
- PTA board to work with Parent Coordinator to increase parental participation
- Teachers to continue to reach out to parents and to partner with parents for student success
- Teachers in Dual Language Department to continue to hold parent workshops
- The Assistant Principal in charge of Dual Language / ESL to establish and facilitate the Dual Language Parent Council
- Administrators to support Teachers, Parent Coordinator, and PTA board in increasing parental participation
-

Instructional Resources:

- Flyers advertising PTA meetings and events
- Sign in sheets at PTA meetings and events
- Calendars to be sent home with dates of PTA meetings and events
- Phone Blasts
-

Schedule Adjustments:

- Schedule sent home of Dual Language Department workshops
- Schedule sent home of Dual Language Parent Council meetings
- Teacher release time provided as necessary
-

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	N/A	Title IIA	N/A	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Three measures will be used to monitor progress within the goal of increasing Parental Involvement. The first measure concerns the creation and implementation of workshop hosted by the Dual Language Department to assist parents with homework. The second measure concerns the creation of the Dual Language Parent Council as a forum for parents to address concerns specific to the department. The third measure concerns the increased participation of all parents at PTA meetings and PTA sponsored events.

Dual Language Department Workshops: By February 27, 2015, parents will have had the opportunity to participate in eight workshops offered by the Dual Language Department. By June 2015, parents will have had the opportunity to participate in an additional seven workshops.

Dual Language Parent Council: By February 27, 2015, the Dual Language Parent Council will have been formed and at least two meetings will have been scheduled. By June 2015, the Dual Language Parent Council will have met at least four times.

Increased Parent Involvement at PTA meetings: Our mid-year goal is to increase parent participation at PTA meetings by

five percent. Attendance is taken at all meetings and attendance records will be used to track parent participation. Our end-year goal is to increase parent participation by ten percent.

Part 6b. Complete in February 2015.

- | | | | | |
|--|-----|-----|-----|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | N/A | Yes | N/A | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

N/A

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students who are reading at two grades below grade level will receive Tier II interventions as part of a school-wide RtI initiative.	PS 44R has maintained a robust Response to Intervention (RtI) plan. Classroom teachers provide Tier I instruction and Tier II interventions. There are two populations of students who have been identified as needing Tier II intervention. The first population are those students who were held over in the early childhood grades because of low proficiency in literacy and the second population of students are those students who are reading at least two grades below grade level. A teacher provides the Tier II intervention within a pull-out program model. The classroom teachers and support personnel customize the instructional interventions according to the students' needs.	Classroom teachers and support personnel work with students in small group settings.	The service is provided during the school day.
Mathematics	Students who are not meeting the specified benchmarks on the GoMath assessments will receive the Tier II interventions that are articulated in the	In grades K-5, teachers utilize the Go Math program. The Go Math program is fully aligned to the Common Core State Standards. The Go Math program	Classroom teachers and support personnel work with students in small group settings.	The service is provided during the school day.

	GoMath curriculum.	contains components that provide extra support, re-teach, and extension activities for at-risk students.		
Science	Students who are not meeting grade level benchmarks will receive extra support	The science program requires students to learn through inquiry-based investigations. At-risk students benefit from participating in hands-on experiments and working with lab equipment to collect and analyze data from experiments. Students are encouraged to use the scientific method with support from science magazines, trade books, journals, and other resources to support learning in the content areas.	The Science cluster teachers and support personnel work with students in small group settings.	The service is provided during the school day.
Social Studies	Students who are not meeting grade level benchmarks will receive extra support.	The classroom teachers utilize technology, trade books, and other resources to support learning in this content area	The classroom teachers work with students in small groups.	The service is provided during the school day.
At-risk services (e.g. provided by the <i>Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	At-risk interventions are based on recidivist reports of student behavior. Our Dean of Students selects at-risk students for interventions based on patterns of occurrences and re-occurrences with respect to behavior that is detrimental to student progress.	<u>Guidance Counselor:</u> The at-risk counseling program includes services to assist students, teachers, and parents. The goal of the program is to increase levels of self-esteem, self-confidence, and self-motivation in students. <u>School Psychologist:</u> The School Psychologist will consult with teachers and parents to develop intervention plans, conduct short term counseling	<u>The Guidance Counselor</u> provides services in small group and one-to-one settings. <u>The School Psychologist</u> works with small groups and in one-to-one settings. <u>The Social Worker</u> works with small groups and in one-to-one settings. <u>The school health professionals</u> work in a small group setting.	All services are provided during the school day.

		<p>with at-risk students, and perform direct interventions in the classroom.</p> <p><u>Social Worker:</u> The Social Worker will meet with at-risk students, their families, teachers, school administration, and various agencies to help address the students' social/emotional functioning. The goal is to improve students' academic performance and social/emotional functioning.</p> <p><u>Health-related services:</u> The school health professionals will meet with students, their parents, and teachers to discuss and plan strategies that will enhance student's health.</p>		
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	Schoolwide Program (SWP)	N/A	Targeted Assistance (TA) Schools	N/A	Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>As reflected in the 2013-2014 BEDS Survey, 100% of the teachers at PS 44 are Highly Qualified. All teachers have the appropriate certifications for their current assignments. No teachers are teaching out of license. Highly qualified staff (HQT) will be recruited, interviewed, and selected to fill posted teacher vacancies through Open Hire, Network Human Resources Administrator, and teacher recruitment fairs.</p> <p>The chief strategies for teacher recruitment at PS 44R are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruit teachers who hold dual certifications in General Education and Special Education <input type="checkbox"/> Recruit teachers who hold dual certifications in ESL and either General Education or Special Education <input type="checkbox"/> Recruit teachers who have a bilingual extension (Spanish) to an existing certification <p>Due to the growing populations of students who are English Language Learners (ELLs) and Students with Special Needs, it is important to recruit teachers who are certified in ESL, Special Education, or who have a bilingual extension in addition to being certified in General Education.</p> <p>The chief strategies for teacher retention at PS 44R are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize the Danielson framework to structure observations and conversations about instructional strategies <input type="checkbox"/> Utilize the Danielson framework to provide actionable feedback around focused areas to support teacher development <input type="checkbox"/> Utilize the Danielson framework to formulate next steps <input type="checkbox"/> Support the professional development of teachers <p>Teacher retention is critical to the success of the instructional program at PS 44. Teachers are supported and encouraged to grow as professional educators.</p> <p>Teacher assignments at PS 44R are based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Areas of strength <input type="checkbox"/> Depth of pedagogical knowledge <input type="checkbox"/> Depth of content knowledge <input type="checkbox"/> Innovative practices <input type="checkbox"/> Rapport with students and families <p>PS 44R has a range of specialized instructional programs: Integrated Co-Teaching classes, a growing Dual Language Program, a Dual Language ICT class, and a robust ESL program. All of these programs require expertise and collaboration among teachers.</p>

2b. 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).
<p>In order for all students to become poised to meet the expectations of the Common Core State Standards, the teachers, the administrators, and paraprofessionals have all received extensive professional development. Over the summer, teachers and administrators took advantage of the professional development opportunities that were made available from the publishers of ReadyGen and Go Math and from the Central Office. Teachers, administrators, and paraprofessionals have been engaged in continuous professional development regarding curriculum and instructional practices that support</p>

multiple opportunities for students to succeed in achieving the academic expectations set by the Common Core State Standards. Additionally, teachers and administrators have engaged in on-going professional development in order to deepen knowledge of the Danielson framework. PS 44R has adopted the view that the Danielson framework affords the instructional staff multiple opportunities to identify and refine instructional practices that support student success.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

PS 44R primarily accepts Kindergarten students from three Pre-Kindergarten programs: the Pre-Kindergarten program at PS44R, a Head Start program, and Little Lamb (a community based organization). Records and information are transferred from each of these programs to PS 44R. The pupil accounting secretary receives the records from the Pre-Kindergarten programs and enters the information into the appropriate databases and creates cumulative files for each new student. If a child in any of the three Pre-Kindergarten programs is in need of an evaluation, members of the school based support team execute a "Turning 5" evaluation. The Pre-Kindergarten social worker holds numerous parent workshops throughout the school year to support parents as the students are being prepared for Kindergarten. The curriculum of the Pre-Kindergarten at PS 44 is aligned to the Common Core State Standards, and vertical alignment between the Pre-Kindergarten curriculum and the Kindergarten curriculum is in place at PS 44R.

Additionally, PS 44R opened the first Dual Language Pre-Kindergarten on Staten Island in September of 2013. Parents of students in the Pre-Kindergarten Dual Language class receive home visits by the Pre-Kindergarten teacher over the summer, and attend an orientation session in September. The students in the Pre-Kindergarten Dual Language will be able to continue their education in English and in Spanish in the Kindergarten Dual Language program. Students in the Dual Language Pre-Kindergarten participate in the activities of the Dual Language program alongside the older Dual Language students.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

All of the teachers in school are utilizing ELA and math programs that are aligned with the Common Core State Standards and that contain embedded assessments. During the current school year, teachers are continuing to utilize the TCRWP Reading Assessments as a way to monitor student progress in reading. Professional development regarding curriculum, assessments, and the educational software will continue to be provided throughout the school year. In order

to meet the requirements of Advance, a local measures committee was formed. The local measures committee met four times and went through a six step process. The local measures committee selected the following:

Local Measures:

ELA: whole school growth model for teachers of Kindergarten through Grade Five

Math: whole school growth model for teachers of Kindergarten through Grade Five

State Measures:

ELA: Individual TC Running Records for teachers of Kindergarten through Grade Two

Math: (The MOSL for) Teachers of Grade Kindergarten through Two is tied to the Grade Four Math Test

ELA: Individual ELA State Exam for teachers of Grade Three through Grade Five

Math: Individual State Math Exam for teachers of Grade Three through Grade Five

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$529,528	X	p.11, p.15, p.23, p.26
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	\$194,271	X	p.19
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	\$11,200	X	p.29
Tax Levy (FSF)	Local	\$4,494,728	X	P.11, p.15, p.18, p.23, p.27

¹Explanation/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.

²The **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **The Thomas C. Brown School PS 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Thomas C. Brown School PS 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/guardians 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/guardians can effectively support and monitor their child's progress;
- providing assistance to parents/guardians in understanding City, State and Federal standards and assessments;
- sharing information about school and parent/guardian 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/guardians to improve outreach, communication skills and cultural competency in order to build stronger ties between parents/guardians and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and Students with Special Needs. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the 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/guardians, 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/guardian members of the school's Parent Teacher Association (PTA) as well as parent/guardian 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/guardian involvement and school quality, the school will:

- actively involve and engage parents/guardians in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents/guardians in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents/guardians who are members of the School Leadership Team, the 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/guardian workshops based on the assessed needs of the parents/guardians of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents/guardians. 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/guardian 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'/guardians' capacity to help their children at home;
- provide opportunities for parents/guardians to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent/guardian involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent/guardian 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/guardians are invited to attend formal presentations and workshops that address their student academic skill needs and what parents/guardians can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent/guardian participation on School Leadership Teams, 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;

- encouraging more parents/guardians to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents/guardians informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents/guardians 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/guardians can understand

School-Parent Compact (SPC)

The Thomas C. Brown School 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 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 and on a weekly basis during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents/guardians 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/guardians of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents/guardians in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents/guardians 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/guardians;
- notifying parents/guardians of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents/guardians to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents/guardians 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/guardians 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/guardians can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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/guardians 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);
- 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 promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- 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-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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Thomas C. Brown</u>	DBN: <u>31R044</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

In previous years, an after school ESL Academy was offered to students in grades 3,4 and 5. An analysis of the Spring 2014 NYSESLAT administration reveals that ELLs in grades 3,4, and 5 made modest progress toward reading and writing proficiency. After a review of student data via the Title III AMAO estimator tool, it is clear that ELLs in grades 3,4, and 5 require additional support. To address the needs of these students, five of whom have been held over, 14 of whom have a risk level of 3 or higher, and 8 of whom are long-term ELLs, the instructional focus of the after school ESL Academy will remain on ELLs in grades 3,4, and 5. It is expected that a strong foundation in written language skills will develop by strengthening the reading and writing skills of ELLs in grades 3,4, and 5. It is imperative that ELLs develop written language skills as support for the development of strong content area skills.

The Title III program will be offered after school. The after school ESL Academy will run for approximately 30 sessions on the following dates:

WED	January 07, 2015	2:45-4:45
THU	January 08, 2015	2:45-4:45
WED	January 14, 2015	2:45-4:45
THU	January 15, 2015	2:45-4:45
WED	January 21, 2015	2:45-4:45
THU	January 22, 2015	2:45-4:45
WED	January 28, 2015	2:45-4:45

Part B: Direct Instruction Supplemental Program Information

THU	January 29, 2015	2:45-4:45
WED	February 04, 2015	2:45-4:45
THU	February 05, 2015	2:45-4:45
WED	February 11, 2015	2:45-4:45
THU	February 12, 2015	2:45-4:45
WED	February 25, 2015	2:45-4:45
THU	February 26, 2015	2:45-4:45
WED	March 04, 2015	2:45-4:45
THU	March 05, 2015	2:45-4:45
WED	March 11, 2015	2:45-4:45
THU	March 12, 2015	2:45-4:45
WED	March 18, 2015	2:45-4:45
THU	March 19, 2015	2:45-4:45
WED	March 25, 2015	2:45-4:45
THU	March 26, 2015	2:45-4:45
WED	April 01, 2015	2:45-4:45
THU	April 02, 2015	2:45-4:45
WED	April 15, 2015	2:45-4:45
THU	April 16, 2015	2:45-4:45
WED	April 22, 2015	2:45-4:45
THU	April 23, 2015	2:45-4:45
WED	April 29, 2015	2:45-4:45
THU	April 30, 2015	2:45-4:45

Each session will run for 2 hours. The after school ESL Academy will run for a total of 60 hours, and will be staffed by three teachers. The three teachers who will be teaching our ELLs are certified in ESL and/or have a bilingual extension. Each teacher will have a class of 10 students. In the event that the after school ESL Academy is the only instructional program in the school building after the regular school day ends, an administrator must be present. Therefore, the after-school ESL Academy will also be staffed by an administrator.

The after school ESL Academy is open to all ELLs in grades 3,4, and 5. For the 2014-2015 school year, the after school ESL Academy will feature language instruction in English. The first goal is to develop skills and strategies that our ELLs in grades 3, 4, and 5 can use to improve their reading ability. The second goal is to develop skills and strategies that these ELLs can use to improve writing ability.

The after school ESL Academy will utilize the following program to develop reading and writing proficiency: Language Power: Building Language Proficiency, Levels A, B, and C. This is a comprehensive program which includes non-fiction and fiction texts, guided reading, guided writing, and thematic units. This program also includes a variety of visual supports for ELLs. Each level in this program is designed to support our ELLs as they expand their reading and writing skills through exposure to content area subjects. Each level features multiple copies of books to allow for flexibility in designing instruction to meet the needs of the students.

In keeping with the emphasis that the Common Core Learning Standards places on non-fiction texts, the after school ESL Academy will also utilize Easy to Read Biographies. Easy to Read Biographies are sets of books that are biographies of a selection of prominent historical figures from around the world. Students will be exposed to these biographies as a way to further develop their skills in engaging with nonfiction texts.

Part B: Direct Instruction Supplemental Program Information

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

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

The consumable classroom materials, the Language Power: Building Language Proficiency program, and the Easy to Read Biographies will be purchased with Title III funds. It is anticipated that a maximum of \$240 will be spent on consumables, and that a maximum of \$2000 will be spent on the program and assessment materials.

Part C: Professional Development

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

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

Begin description here:

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

There are many approaches to the teaching and learning of English as a Second Language. Among the many approaches supported by the DELLSS, three approaches in particular complement the overall approach to instruction at PS 44. The first approach is a constructivist approach in which teachers and students are partners in the creation of knowledge. The second approach is a collaborative team based approach in which teachers of ELLs become partners with teachers of special education students and teachers of general education students. In this approach, teachers are taught to view themselves as part of a larger instructional team. The third approach is a reflective teaching approach in which teachers are taught to think critically about their teaching practices in order to affect change. Reflective teaching encourages teachers to keep effective teaching strategies and to discard ineffective teaching strategies.

Professional development for teachers who work with ELLs will be offered at PS 44 that embraces a constructivist approach, collaborative teaching, and reflective. The professional development to be

Part C: Professional Development

offered at PS 44 will target teachers who have a significant number of ELLs. A total of five hours of professional development will be provided in January, February, March, May, and June. Sarah L. Hamilton, the Assistant Principal in charge of Dual Language/ESL programs, will facilitate three of the in-house professional development either before or after the regular school day. Copies of "Why Do English Language Learners Struggle with Reading?: Distinguishing Language Acquisition from Learning Disabilities" will be provided to the faculty members who participate in this series of professional development sessions. Among the topics to be covered during the in-house PD sessions are: Distinguishing between Language Acquisition and Learning Disabilities among ELLs, Misconceptions about the Second Language Acquisition Process, and Response to Intervention Models and ELLs.

Two additional sessions will be set aside for the faculty members who attended PD sessions offered by the DELLSS to turn-key the information to faculty members who work with ELLs. These two turn-key sessions will be offered either before or after the regular school day.

Part D: Parental Engagement Activities

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

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

Begin description here:

The kick-off activity centered around parent engagement is Family Game Night. We are currently planning two Family Game Nights: one to be held during the winter months, and the other to be held during the spring months. The focus of each family game night will be on math and literacy games that parents can play with their children to build academic skills while having fun. The night will begin around 5:00pm and will end at 7:00pm. This activity is meant to be a fun, creative, and exciting way to generate parental engagement.

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

Parents will be notified of these activities via announcements sent home with their children, phone calls from the Parent Coordinator, and announcements on the school's website. Communication with the parents will take place in English and Spanish, as well as any other native language spoken by the parents (tentatively: Mandarin Chinese, Arabic, Urdu, Haitian-Creole, Bengali, and Niger-Congo). The parent engagement activities will be organized by Sarah L. Hamilton with the support of Wonda Williams (Parent Coordinator) and teachers who work with ELLs.

Interpretation and Translation services will be made available for families needing the services in order to fully partake in activities/workshops/meetings

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R044 School Name: Thomas C. Brown

Cluster: 6 Network: 609

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

Part A: Needs Assessment Findings

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

Both quantitative and qualitative methodologies were used in the analysis of the need for translation services at PS 44R. Three sources of data that inform this particular needs analysis are: (1) School Progress Report, (2) Quality Review, and (3) Learning Environment Survey. These three documents are available through the school's DOE website and are qualitative in nature. The Parent Coordinator distributed a survey to all parents at the beginning of the school year. The survey is qualitative in nature. Based on the information in the School Progress Report, the Quality Review, the Learning Environment Survey, and the Parent Survey, the largest translation need is Spanish. Of the English Language Learners at PS 44R, 57 students have Spanish as a native language, 1 student has Arabic as a native language, 1 student has Mandarin Chinese as a native language, and 3 students have Urdu as a native language. The English Language Learner (ELL) population at PS 44R is predominantly Spanish speaking. Clearly, the most immediate translation need is for documents to be translated from English into Spanish.

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

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

Based on events that occur throughout the school year and affect the ELL population there are three types of events that require oral interpretation. These events are Parent Teacher Association meetings, Parent Workshops, and Open School Day/Night. The school

community is aware that oral translation from English to Spanish is a necessity at these events. Oral translations from English to Arabic, Urdu, and Mandarin Chinese are made possible via the Office of Translation. Mrs. Sarah Hamilton, an Assistant Principal, can communicate basic information to the Mandarin speaking families. Mr. Ash, a paraprofessional, can provide translation to the Arabic speaking families. The Urdu speaking families have members who speak English and Urdu, and the bilingual family members translate for other members of the family. PS 44R utilizes both in-house staff members and the services of the Office of Language Translation and Interpretation to help facilitate translation and to ensure that the parents/guardians of all students are included in school events.

Part B: Strategies and Activities

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

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

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

PS 44R will provide oral interpretations of the following languages: Spanish, Mandarin Chinese, Arabic, and Urdu. Two primary options for language interpretation services will be utilized; (1) School staff / parent volunteers who will translate from English to another language and (2) the Parent Coordinator (Mrs. Wonda Williams) will arrange for translators in Mandarin Chinese, Urdu, and Arabic. In the 2014-2015 school year, PS 44R has engaged the services of The Big Word, The Big Word is a company that provides simultaneous translation to the large Spanish speaking community at PS 44R. At each PTA meeting, Parent Workshop, and Open School Night, a translator (who is fluent in Spanish and English) is present. The translator speaks Spanish into a microphone while the meeting is conducted in English. There are 25 headsets available to Spanish speaking parents, who can utilize the headsets to listen to the simultaneous translation. The Parent Coordinator meets with the translator before each event and provides copies of all handouts. This allows the translator to be familiar with the content of the meeting ahead of time. These oral translation options will be available at all parent meetings and workshops. Parents are also provided with

these options for individual meetings. Every effort is made to communicate with the parents in their native language.

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

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	815	Total number of ELLs	70	ELLs as share of total student population (%)	8.59%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	15	0	0	0	0	0	0	0	0	15
ESL	19	0	7	34	0	20	2	0	2	55

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		
Total	34	0	7	34	0	20	2	0	2	70
Number of ELLs who have an alternate placement paraprofessional: <u>6</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
TOTAL	0													

*EP=English proficient student

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>15</u>	Number of third language speakers: <u>8</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>61</u>	Asian: <u>0</u>
Hispanic/Latino: <u>68</u>	Other: <u>2</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>1</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	15	8	17	7	11								64
Chinese	0	0	1	0	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	1	1	0	0	0								2
Arabic	1	1	0	1	0	0								3
Haitian	1	0	0	0	0	0								1
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	8	17	10	18	7	11	0	71						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	3	1	1	0	1								7
Intermediate(I)	5	8	7	3	3	3								29
Advanced (A)	2	5	2	14	4	7								34
Total	8	16	10	18	7	11	0	70						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	5	0	4	0	0	0	10
8									0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

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

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

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

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

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

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

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

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

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

Table C displays the results of the Fall 2013 LAB-R administration. The LAB-R was given to eligible newly enrolled students at PS

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

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

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

Table D displays the general proficiency levels of the ELLs. In this table, ELLs are assigned one proficiency level that encompasses both their oral and their written language development. In the current school year, there are 14 first grade ELLs. One ELL is classified as a beginner, 8 ELLs are classified as intermediate, and 5 ELLs are classified as advanced. There are 10 second grade ELLs. One ELL is classified as a beginner, 7 ELLs are classified as intermediate, and 2 ELLs are classified as advanced. There are 17 third grade ELLs. No ELLs are classified as beginners, 3 ELLs are classified as intermediate, and 14 ELLs are classified as advanced. There are 7 fourth grade ELLs. No ELL is classified as a beginner, 3 ELLs are classified as intermediate, and 4 ELLs are classified as advanced. There are 10 fifth grade ELLs. No ELLs are classified as beginners, 3 ELLs are classified as intermediate, and 7 ELLs are classified as advanced. The Spring 2013 scores are reported but the students' current grades in 2013-2014 are represented in the tables.

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

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

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

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

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

Upper grade ELLs need more practice in reading and responding to scientific texts, poems, short stories, biographies, fables, and word problems.

3. 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 [AMAQ tool](#))

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

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

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

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

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

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

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

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

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

Grade in 2013-2014	Number of ELLs
Grade 2	2

Grade 3	3
Grade 4	1

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

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

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

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

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

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

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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

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

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?

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

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

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

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

TABLE I: Fall 2013 Estrellitas Benchmark Administration

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

The majority of Kindergartners are at the very beginning of acquiring literacy in Spanish. 33 students were able to correctly identify the sound for less than seven letters. 11 students were able to correctly identify between eight and fourteen sounds. Five students were able to correctly identify between fifteen and twenty-one sounds. Grade One students are in various stages of acquiring literacy in Spanish. While the majority of grade one students are mastering the letter-sound correspondence for Spanish, 14 students are on their way to reading in Spanish. In Grade Two, 14 students have graduated from the Estrellitas program. Among the remaining students, 2 are able to correctly identify the sound for less than seven letters in Spanish. One student is able to correctly identify less than 14 sounds in Spanish. Two students are able to correctly identify less than 28 sounds in Spanish. Eight students are at the early stages of reading in Spanish.

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

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

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

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

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

Upon arriving at PS 44R for registration, each parent or guardian is given a HLIS (Home Language Information Survey) form to be completed. The LAB-R (Language Assessment Battery--Revised) Coordinator (Mrs. Elba McGarry) is responsible for reviewing the answers to questions one through eight. Questions one through four comprise Part I. Questions five through eight comprise Part II. Eligibility to be given the LAB-R is determined through parent responses to the questions in Part I and Part II based on the following guidelines. The LAB-R is to be administered if the parent checks a language other than English for at least one question in Part I and at least two questions in Part II. An informal interview will take place if a parent checks a language other than English for at least one question in Part I, checks a language other than English for question number five in Part II and checks English for questions six, seven, and eight in Part II. Then the parent will be interviewed by Elba McGarry. A review of HLIS forms and parent interviews will be conducted by a trained pedagogue such as Elba McGarry or Sarah Hamilton. Please note that as of February 01, 2014, PS 44R will discontinue use of the LAB-R and begin to use the NYSITELL (New York State Identification Test for English Language Learners), in compliance with the State's timeline for implementation of the NYSITELL.

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

When a child is determined to be eligible for English language development support services, an entitlement letter is sent home to the parent/guardian with a line on the bottom of the page where the parent/guardian should sign his/her name and return the signed letter to the school. Mrs. Elba McGarry keeps a copy of all entitlement letters that have been sent home with the students.

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The discussion of program selection trends is confined to the following school years: 2009-2010, 2010-2011, 2011-2012, and the current 2012-2013 school year. In the 2009-2010 school year, a review of the parent selection forms and continued entitlement letters reveals that 7 ELLs were in the Bilingual Special Education class, 64 ELLs were in the Freestanding ESL program, and 6 ELLs were X-coded. In that year, there were 11 newly identified ELLs. The parents/guardians of 7 ELLs chose the Freestanding ESL program. The parents/guardians of 2 ELLs chose a transitional bilingual education class. These 2 ELLs were placed into the Freestanding ESL program because not enough parents chose a transitional bilingual education class as the mode of language development support services. The parents who chose a bilingual education class were informed that their children would be placed into the Freestanding ESL program instead. If 13 more parents/guardians of ELLs who share a native language choose a transitional bilingual education class as the mode of language development support services for their children, then a transitional bilingual education class would be opened. The parents were informed of the need for 15 or more parents/guardians of ELLs who share a native language to choose transitional bilingual education in order to open a class. It should be noted that the 15 ELLs must either be in the same grade or two contiguous grades. 1 parent/guardian chose a Dual Language Program. When it was explained to this parent/guardian that PS 44R did not have a Dual Language program at that time, the parent/guardian chose the Freestanding ESL program for their child. In the 2010-2011 school year, a review of the parent selection forms and continued entitlement letter reveals that 9 ELLs are in the Bilingual Special Education class, 67 ELLs are in the Freestanding ESL program, and 4 ELLs have been X-coded. There were 19 newly identified ELLs in that year. The parents/guardians of 18 ELLs chose the Freestanding ESL program. The parents/guardians of 1 ELL chose a Dual Language program. This ELL was placed in the Freestanding ESL because PS 44R did not have a Dual Language program at that time. When it was explained to this parent/guardian that PS 44R did not have a Dual Language program at that time, the parent/guardian chose the Freestanding ESL program for their child. Please note that the practice of X-coding students took place during a time when the practice was permissible. Since New York State has recently decided that the practice of X-coding ELLs is no longer acceptable, PS 44R is in compliance and no longer X-codes ELLs. In the 2011-2012 school year, a review of the parent selection forms and continued entitlement letters reveals that 5 ELLs were in the Bilingual Special Education class, 73 ELLs are in the Freestanding ESL program, and 6 ELLs are in the Dual Language Program. There were 9 newly identified ELLs. The parents/guardians of 6 ELLs chose the Dual Language Program. The parents/guardians of 3 ELLs chose the Freestanding ESL program. In the 2012-2013 school year, a review of the parent selection forms and continued entitlement letters reveals that 85 ELLs were in the freestanding ESL program, and that 14 ELLs were also in the Dual Language Program. There were 17 newly identified ELLs. The parents/guardians of 10 ELLs chose the freestanding ESL program. The parents of 7 ELLs chose the Dual Language Program. In the current 2013-2014 school year, a review of the parent selection forms and continued entitlement letters reveals that 70 ELLs are in the freestanding ESL program, and that 15 ELLs are also in the Dual Language Program. There are 13 newly identified ELLs this year. The parents guardians of 7 ELLs chose the freestanding ESL program. The parents of 6 ELLs chose the Dual Language Program.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. The freestanding ESL program at PS 44R is a full pull-out model. The pull-out component will service students in Kindergarten through Grade Five. The pull-out component will also service the 15 ELLs in the Dual Language program. The pull-out model of the Freestanding ESL program is heterogeneous, which means that all ELLs on the same grade will receive ESL instruction at the same time regardless of proficiency level. All beginning and intermediate ELLs in the Freestanding ESL program will receive 360 minutes of ESL instruction. All advanced ELLs will receive 180 minutes of ESL instruction from the ESL teacher and 180 minutes of ELA instruction from their classroom teacher. The language of instruction is English. While the language of instruction is English, the ESL classroom has a library that features books in both Spanish and English.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - 2a. To support the Freestanding ESL program, there are two teachers. The two ESL teachers (Mrs. McGarry and Mrs. Hamilton) provide 360 minutes of ESL per week (8 periods per week) to students at the beginning and intermediate levels. The two ESL teachers provide 180 minutes of ESL (4 periods per week) to students at the advanced level. Mrs. McGarry, a full-time ESL teacher, has the following schedule.

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

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

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

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

2b. In Kindergarten, Ms. Chau and Ms. Torre provide all of the students in the Kindergarten Dual Language program with the requisite amounts of language instruction. Ms. Chau provides at least 60 minutes of Native Language instruction per day. Ms. Torre provides at least 60 minutes of English Language Arts instruction per day. Mrs. Rodriguez and Mrs. Jimenez provide all of the students in the Grade One Dual Language program with the requisite amounts of language instruction. Mrs. Rodriguez

provides at least 60 minutes of Native Language instruction per day. Mrs. Jimenez provides at least 60 minutes of English Language Arts instruction per day. In Grade Two, Mrs. Lorenzten provides at least 60 minutes of Native Language Arts instruction per day, and at least 60 minutes of English Language instruction per day. The ELLs in the Dual Language Program are either beginning or intermediate level and receive 360 minutes of ESL instruction per week from Mrs. McGarry (the ESL teacher).

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

6d. The long-term ELLs who have received more than six years of language development support services have had tremendous difficulty in acquiring reading and writing skills. An initial evaluation of these students' records show that both students are ELLs-SWDs. This will be the seventh year of ESL for both students. It is possible that these students have cognitive issues in addition to poor written language development. For these students, a series of needs assessments should take place. In terms of ESL instruction, the ESL teachers will evaluate the students to determine the greatest areas of weakness.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

placement in a self-contained class after other, less restrictive options have been explored. Where appropriate, mainstreaming into math and literacy lessons is utilized. In the freestanding ESL program, general education and special education students are serviced together.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

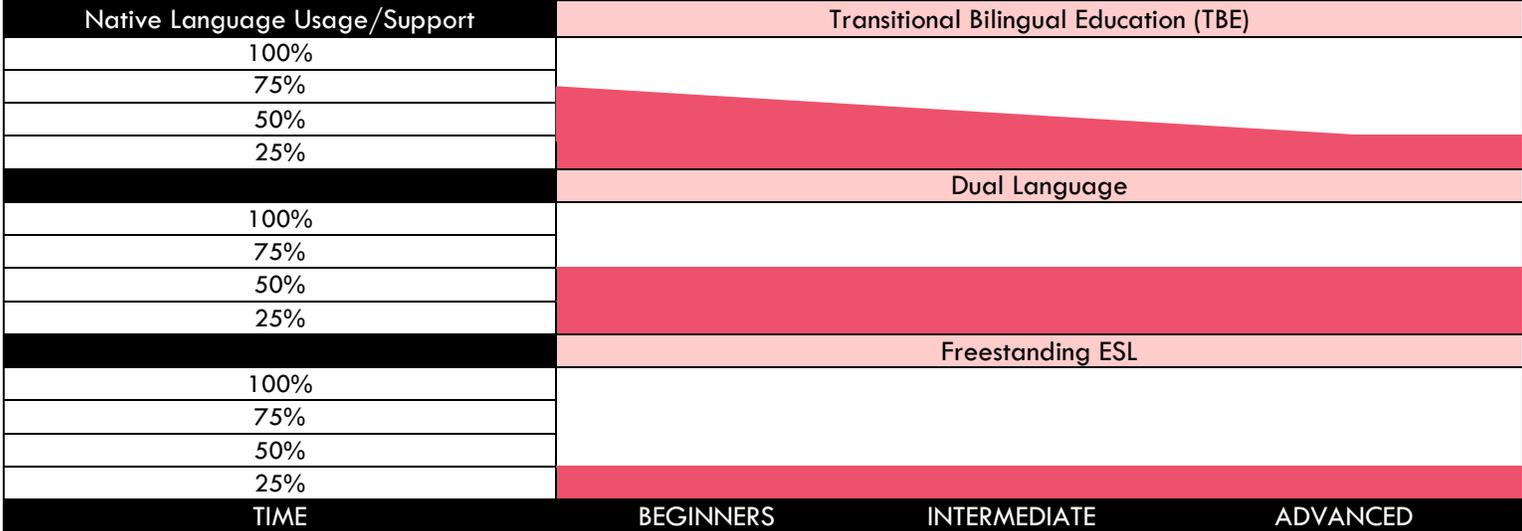
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

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

13. The following programs are offered to the entire school population: Virtual Y and UAU (United Activities Unlimited). At the beginning of the school year, information was provided to the parents in English and the appropriate native languages about these programs. Virtual Y and UAU are enrichment programs that provide the students with a variety of activities, including arts and crafts. The funding source for these programs is derived from a variety of outside sources. All programs include ELLs among their

students. Whenever a program is offered at PS 44R, every effort is made to ensure that ELLs' participation is welcomed.

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- 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)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

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

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

Ms. Torre, English (K-113)

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

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

	MON (K-112)	TUE (K-113)	WED (K-112)	THU (K-113)	FRI (K-112)
Period 1	Reading	Reading	Math	Reading	Math
Period 2	Writing	Writing	Science	Writing	Music (PREP)
Period 3	Gym (PREP)	Science (Prep)	Science (Prep)	Math	Reading
Period 4	LUNCH	LUNCH	Science	Health (PREP)	Writing
Period 5	Literacy	PREP	LUNCH	LUNCH	LUNCH
Period 6 (113)	Reading	(112) Reading	(113) Social Studies	(112) Reading	(113) Reading
Period 7	Writing	Writing	Social Studies	Writing	Writing

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

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

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

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

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

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

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

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

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

C. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here.

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

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

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

parents. The Parent Coordinator is able to effectively communicate the needs of the parents to the teachers and administrators at PS 44R.

E. Additional Information

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

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

Part VI: LAP Assurances

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