



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **12X044**

**School Name:**                       **CS44 DAVID FARRAGUT**

**Principal:**                           **MELISSA HARROW**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: CS44 David Farragut School Number (DBN): 12X044  
School Level: Elementary Grades Served: Pre-Kindergarten - 5  
School Address: 1825 Prospect Avenue Bronx New York 10457  
Phone Number: 718-583-2360 Fax: 718-901-4068  
School Contact Person: Melissa Harrow Email Address: Mharrow2@schools.nyc.gov  
Principal: Melissa Harrow  
UFT Chapter Leader: Melissa Mackhanlall  
Parents' Association President: Madeline Quintana  
School Leadership Team  
Chairperson: Loreen Walker  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 12 Superintendent: Rafaela Espinal Pacheco  
Superintendent's Office Address: 1434 Longfellow Avenue Room 409 Bronx New York 10459  
Superintendent's Email Address: REspina@schools.nyc.gov  
Phone Number: 718-328-2310 Fax: 718-542-7736

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 607 Network Leader: Steven Chernigoff

## 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 School Comprehensive Educational Plan (SCEP) 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)
Melissa Harrow	*Principal or Designee	
Melissa Mackhanlall	*UFT Chapter Leader or Designee	
Madeline Quintana	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vanessa Pizarro	Member/ Parent	
Christina Rondon	Member/ Parent	
Maria Lopez	Member/ Parent	
Martha Garcia	Member/ Parent	
Joan Lannon	Member/ UFT	
Adele Jacobs	Member/ UFT	
Andrea Velez	Member/ UFT	
Loreen Walker	Member/ UFT	
	Member/	
	Member/	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> 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</li> </ul>

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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 4:** 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 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

CS44 is an elementary school serving approximately 315 scholars in grades PreK-5. 92% of our scholars are eligible for free and reduced lunch. 12% of our scholars are English Language Learners and 19% of our scholars are Students with Disabilities.

The mission of CS44 is to provide all our children with opportunities for success. A dedicated community of staff and parents will support each child's mastery of academic skills, particularly literacy across the curriculum, as well as the social skills that will foster a sense of self-worth and responsibility. The administration, in recognizing that, "It is what we do today that gives the children a brighter tomorrow," strives decisively to provide our school community with the resources necessary for success.

We have strategic partnerships to help support our academic and social emotional growth of scholars. CS44 is affiliated with Teachers College Reading and Writing Project, Lucy West's Metamorphosis, Experience Corps, Roots of Empathy, and My Own Book program.

CS44 is meeting targets for student progress and student achievement and approaching targets for closing the achievement gap and school environment as evidenced by our designation of "meeting target" for student progress and student performance on our School Quality Guide.

During the 13-14 school year, our school made the most growth in Tenet 3: Curriculum Development and Support, where teachers plan lessons collaboratively to ensure multiple entry points, supports, and extensions are provided to all scholars. Teachers look at student work to surface the gaps and to determine groups for differentiated instruction. Support has been provided to ICT classrooms to help staff best utilize two teachers to have the greatest impact on student learning. Professional Learning opportunities have been provided to teachers to support the needs of all different types of learners. The AIS teacher is working to support in classrooms by ensuring access to learning for all scholars. Teachers are also considering how to support the scholars that have demonstrated understanding of the content through extension activities. As a result, it is clear that while planning, teachers are referring to data to create instructional groups and that teachers are planning and implementing varied instructional groups with a variety of resources to advance scholars through the content. This will be evidenced in student work samples around our school.

Teachers provide multiple entry points through the use of the workshop model. Teachers use scaffolded questions, visual aids and resource charts, modeling, turn and talks, and opportunities for student choice to allow scholars to access the rigorous learning tasks planned for them. For example, in a mathematics lesson, teachers will prepare questions in anticipation of misunderstanding and create different activities for groups of scholars to work on having the same overall goal of the lesson. As a result, learning is customized based on data.

A key area of focus for the year for teachers continues to be Curriculum Development and Support as teachers work to continue to use on-going assessment practices and analyze student performance outcomes to adjust instructional strategies and practices at the classroom and team level. (2.2)

Across classrooms teachers assess students through conferencing, class work and tests but are still working to effectively use ongoing checks for understanding, or student self-assessment, to to make adjustments in their questioning, assignments and directions to meet individual student learning needs. The goal is to specifically

target scholars who need specific interventions to move them to a level of proficiency.

Our instructional focus is for our professional learning community is to work to increase student achievement by encouraging ALL members of our community (scholars, parents, teachers, administration) to take ownership of their learning journey.

## 12X044 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	327	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	95.1%	% Attendance Rate			89.2%
% Free Lunch	95.9%	% Reduced Lunch			2.6%
% Limited English Proficient	12.6%	% Students with Disabilities			17.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			35.2%
% Hispanic or Latino	62.2%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	0.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.15	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			10.19
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	16.7%	Mathematics Performance at levels 3 & 4			19.4%
Science Performance at levels 3 & 4 (4th Grade)	72.3%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## 12X044 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	327	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	95.1%	% Attendance Rate		89.2%	
% Free Lunch	95.9%	% Reduced Lunch		2.6%	
% Limited English Proficient	12.6%	% Students with Disabilities		17.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American		35.2%	
% Hispanic or Latino	62.2%	% Asian or Native Hawaiian/Pacific Islander		0.6%	
% White	0.6%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.15	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		10.19	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	16.7%	Mathematics Performance at levels 3 & 4		19.4%	
Science Performance at levels 3 & 4 (4th Grade)	72.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## 12X044 School Information Sheet Key

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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
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Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			35.2%
% Hispanic or Latino	62.2%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	0.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.15	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			10.19
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ELA Performance at levels 3 & 4	16.7%	Mathematics Performance at levels 3 & 4			19.4%
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Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 our 2013-14 Priority and Focus Quality Review, one noted strength was that CS44 school leaders have prioritized the support and development of all teachers by providing clear feedback including next steps resulting in clear expectations for teachers’ development and improved pedagogy. (4.1)

On our 2014 Quality Review, it was noted that we are working to ensure engaging, rigorous curricula in all subjects, accessible for a variety of learners and aligned to CCLS and/or content standards

We are currently challenged by ensuring that there is differentiation of instruction that allows higher-order thinking and deep conceptual understanding for all learners . We are working on strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups.

In the 2013-14 school year, Danielson 3c – Engaging Students in Learning was one of our lowest scoring components with an average scores of 2.26.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will incorporate opportunities for increased student engagement in both ELA and math that will result in a 3% increase in student progress as measured by NYS assessments.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We will partner with Teachers College Reading and Writing Project to set up lab sites for professional development. The lab sites will focus on helping teachers develop and implement engaging learning activities that will promote higher achievement.	Pedagogical staff	September – June	Administration Achievement Coach
We will partner with Metamorphosis to set up lab sites for professional development on each grade level in Mathematics. The lab sites will focus on helping teachers develop and implement engaging learning activities that will promote higher achievement.	Pedagogical staff	September – June	Administration Achievement Coach
When planning lessons, teachers will create structures that encourage students to build and apply knowledge.	Pedagogical staff	September – June	Administration
Teachers will get feedback from administration – from learning walks, Advance observations – on their practice.	Pedagogical staff	September – June	Administration
Professional learning opportunities will incorporate various ways to increase student engagement.	Pedagogical staff	September – June	Administration Achievement Coach
Achievement coach will coach individual teachers to incorporate professional development learning into classroom practice.	Pedagogical staff	September – June	Administration Achievement Coach

**Part 4 – Resources Needed**

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

Official partnership with Teachers College Reading and Writing Project - 30 days of on-site staff development; participation study groups for leadership and pedagogues throughout the year

16 on-site staff development from Metamorphosis

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**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:

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

In February 2015, we will analyze our Advance observations for an expected increase of 2% in Component 3c.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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2. 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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## 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Our 2014 Quality Review noted that an area of celebration was the establishment of a culture for learning that communicates high expectations to staff, students, and families and provides supports to achieve those expectations.

After reviewing our OORS data, CS44 is currently working to identify scholars that have been involved in multiple unsafe incidents and help support this subset of scholars to allow them to be academically and socially successful.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, CS 44 will have a 15% decrease in OORS incidents from SY13-14.

### 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:	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?
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact			

change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Provide professional development support to all staff members (including general education, special education, crisis paraprofessionals, and guidance counselors) to help support identified scholars with disabilities with special needs in a more constructive manner	Pedagogical staff	September – June	Administration IEP Coach PBIS Coach
Our SIT team will work to create BIPs for scholars with intervention strategies to deescalate situations.	SIT Team	September – June	Administration IEP Coach PBIS Coach
Our school community will work to create FBA/BIP for all struggling scholars who consistently exhibit inappropriate behaviors	Pedagogical Staff	September – June	SIT Team
The PBIS team will meet on a monthly basis to identify areas of strengths and areas of support within the school environment. PBIS team will read and analyze all incident reports. Support will be provided to specific school locations and staff members that are trending with high numbers of incidents. PBIS coach will provide behavior management coaching to pedagogues in locations with a high number of incidents	Pedagogical Staff	September – June	Administration PBIS Team
PBIS team will plan school-wide events to increase morale and school spirit. PBIS team will plan programs and events that help scholars work together to eliminate fighting and unwanted behaviors and help reinforce positive behaviors. PBIS team will also maintain the Lion’s Den with prizes for scholars who are demonstrating our school-wide behavior expectations.	Pedagogical staff	September – June	Administration PBIS Team
PBIS team will maintain the Lion’s Den with prizes for scholars who are demonstrating our school-wide behavior expectations.	Pedagogical staff	September – June	Administration PBIS Team
Through our weekly newsletter, families will be informed of our PBIS events and invited to participate in our school-wide events.	Parents	September – June	Parent Coordinator
NA	NA	NA	NA

**Part 4 – Resources Needed**

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

Per-session for PBIS team to meet on a monthly basis  
Materials to support our Lion’s Den and PBIS activities  
PBIS Coach

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>	X	<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**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:

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

OORS incidents will decrease 7% from SY13-14.  
BIP and FBA in place for anyone with 4+ level 3-5 incidents.

**Part 6b.** Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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2. 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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## 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Our 2014 Quality Review noted that we are proficient in engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Our 2013-14 assessments demonstrated that our Students with Disabilities and ELL scholars. While these subgroups are making academic progress, we have a low number of scholars meeting performance expectations. In ELA, only 1/25 scholars with an IEP achieved a level 3 or 4. In Math, 1/23 students with disabilities achieved a level 3 or 4. For our ELLs, no scholars achieved a Level 3 or 4 in ELA.

There is a need to provide multiple points of access for all students to achieve targeted goals.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will engage in professional learning opportunities around meeting the individual needs of students as measured by a 3% increase in student progress.

### 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:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<p>Teachers will use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process..</p> <ul style="list-style-type: none"> <li>• Teachers will administer various formative assessments to students (i-Ready computer adaptive, Ready NYS Simulation Exams, NYC Performance Tasks (MOSL), F&amp;P Running Records, MOSL) throughout the year</li> </ul>	Pedagogical staff	September – June	Administration Achievement Coach
The school will participating in a NY State RTI pilot to help identify and support at-risk scholars for interventions. In Year One of the pilot, CS 44 will identify a school-wide universal screener and progress monitoring system.	SIT Team	September – June	Administration IEP Coach
Weekly grade team meetings will be used to support teacher teams to provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals. Teachers will focus on the needs of ELLs and SWDs.	Pedagogical staff	September – June	Administration IEP Coach PBIS Coach Achievement Coach
To ensure that all scholars meet their instructional goals, CS 44 will have additional instructional time through an after school program. This program will be targeted instruction for grades 3-5 scholars who are at-risk (Level 1) as well scholars that need additional support. This will allow for increased differentiation for scholars.	Teachers in grades 3-5	January – April	Administration
CS44 achievement coach will work through coaching cycles with our PD providers – TC and Metamorphosis - to support teacher pedagogy to allow for high levels of student engagement and inquiry.	Pedagogical staff	September – June	Administration
NA	NA	NA	NA

**Part 4 – Resources Needed**

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

We will purchase assessment materials with tax levy funds and Title 1 funds.  
 We will fund an afterschool academic program for grades 3-5 for 10 weeks with tax levy funds and Title 1 funds.  
 We will purchase a guided reading library to use with RTI Tier 2 with tax levy funds and Title 1 funds.  
 We will use Title III funds to run an ELL afterschool 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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**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:

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

F&P assessments will show 90% of scholars moving at least one level from September.  
90% of scholars will demonstrate growth from pre-unit to end-of-unit math assessments.

**Part 6b.** Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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2. 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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## 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

As an area of celebration, the 2014-15 Quality Review stated that CS44 is proficient in “establishing a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve these expectations.” In our 2013-14 School Environment Survey, 88% of teachers agree that leaders of this school place a high priority on the quality of teaching.

Teachers will incorporate new professional learning into their teaching by setting high standards for student learning that transcends to all students, including Special Education and ELL scholars.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of teachers will incorporate at least one piece of new learning from professional development into their instructional practice.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All teachers be observed by an administrator for a minimum of four partial periods and receive feedback in Domain 3 competencies.	Pedagogical staff	September – June	Administration
Administration will work closely with the N607 Achievement Coach to norm Danielson ratings during classroom visits.	Administration	September - June	Administration Network Staff
CS44 will partner with a Talent Development coach for three coaching cycles to help support teachers to implement feedback.	Pedagogical staff	November - June	Talent Development Coach Administration
Administration will track school-wide trends based on competency ratings and plan for school-wide and differentiated professional development opportunities.	Administration	September – June	Administration
Full-time Achievement Coach will offer support to various teachers through coaching cycles around Danielson.	Pedagogical Staff	September – June	Administration
Administration will recognize best practices and encourage teachers to share them with colleagues to improve practice.	Pedagogical Staff	September – June	Administration

#### **Part 4 – Resources Needed**

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

We will fund an Achievement Coach with tax levy funds.

#### **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		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **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:

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

During Advance visits and administrative walkthroughs, administration will look for evidence that teachers have incorporated professional development cycles into their teaching.

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

In our 2013-14 School Environment Survey, 92% of parents feel that of parents are satisfied with the education that their child has received.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of parents will strongly agree on the NYC School Survey that the CS44 atmosphere is welcoming and fosters a feeling of belonging and trust which encourages families to freely and frequently engage with the school leading to increased student success.

### 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:	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>
7. Research-based instructional programs, professional development, and/or systems and structures needed to impact			

change 8. 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). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust			
Provide at least eight parent workshops to help parents work with their children to improve their achievement level (e.g., literacy, math).	Parents	December – June	Parent Coordinator Administration
Parent Coordinator will send home two parent surveys to help CS 44 understand the support that families need to support their children	Parents	December – June	Parent Coordinator Administration
Parent Coordinator will hold open office hours to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.	Parents	September – June	Parent Coordinator Administration
Parent coordinator will create and distribute weekly letters and monthly calendars to inform parents about school events and provide important information that helps families support their scholars.	Parents	September – June	Parent Coordinator Administration
Grade level teams will work with Parent Coordinator to provide assistance to parents in understanding City, State and Federal standards and assessments.	Parents	September – June	Parent Coordinator Administration Grade teams
Parent Coordinator will create a computer lab for the parents that will allow them to learn more about the academic goals for CS44 and the Common Core Standards..	Parents	September – June	Parent Coordinator Administration
We will support parents by offering a variety of Common Core-aligned workshops.	Parents	September – June	Parent Coordinator Administration
Administration will collaborate with the PTA to help increase academic success of all scholars. Weekly coffee clubs will be established to help parents feel welcome in the school.	Parents	September – June	Parent Coordinator Administration

**Part 4 – Resources Needed**

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

We will plan parent workshops afterschool. We will purchase materials and resources to support these workshops.

**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		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**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:

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

Attendance at parent engagement events will increase by 10%.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>X</b>	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
While we did have increases at some events (assemblies, town halls), not all parent events have shown increased attendance.					

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	iReady Assessments Fountas and Pinnell Assessments Sight Word/ABC Recognition Classroom teacher observations	Fountas and Pinnell Leveled Literacy Curriculum Experience Corps Reteaching based on data-action plans from assessments	Small group One-to-one instruction Tutoring	During school day After school
<b>Mathematics</b>	End of unit assessments Classroom teacher observations	Go Math! Curriculum supports Teacher-created curriculum	Small group One-to-one instruction Tutoring	During school day After school
<b>Science</b>	End of unit assessments Classroom teacher observations	Teacher-created curriculum	Small group One-to-one instruction Tutoring	During school day
<b>Social Studies</b>	End of unit assessments Classroom teacher observations	Teacher-created curriculum	Small group One-to-one instruction Tutoring	During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Incident Reports Referrals from staff	At-risk speech At-risk counseling	Small group One-to-one instruction Tutoring	During school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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.

Professional development opportunities through a partnership with Teachers College Reading and Writing Project,, Metamorphosis, and our in-house staff developer will allow staff to build capacity

- Administration will provide frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps
- CS44 will become a learning community where teachers are empowered as professionals to engage in dialogue with their colleagues about pedagogical practices

**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).

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**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).

**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.).

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

**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.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (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	\$291,332	X	Pg 10-24
Title I School Improvement 1003(a)	Federal		X	
Title I Priority and Focus School Improvement Funds	Federal	\$73,461	X	Pg 10-24
Title II, Part A	Federal	\$93,633	X	Pg 10-24
Title III, Part A	Federal	\$11,200	X	Pg 10-24
Title III, Immigrant	Federal		X	
Tax Levy (FSF)	Local	\$1,729,568	X	Pg 10-24

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: 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 SCEP 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.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. CS44, 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. CS44 will support parents and families of Title I students by:

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

school's Title I program. This information will be maintained by the school.

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

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

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 participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<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: CS 44 David C. Farragut	DBN: 12X044
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: 36
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# 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:

- Rationale & Program Objective: Scholars will develop projects based on a specific culture through the use of computer based technologies, hands on experiences, informational texts, and previous knowledge. The program serves ELL scholars in diverse ways. The program gives scholars opportunity to gain experience with current computer and iPad technology, pushes communication through collaborative team based work, and allows for higher understanding on how to acquire and apply information through a variety of texts: newspapers, magazines, books, and articles. Instruction targets specific groups such as newcomers and long term ELLs, in differentiated ways and small group settings in order to increase student academic achievement. Scholars work in whole class, group, and individual work settings with the objective of creating a project that they will present to their peers and parents towards the end of the program. Parents will be invited to participate in multiple scholar based and teacher led Title III presentations and workshops. Working with the parents will allow parents an opportunity to learn about and appreciate their child's effort and enthusiasm on the project being created.

With the focus on pushing scholars toward the NYS Common Core Standards and exiting into mainstream classrooms, scholars will also participate in activities that allow them to identify and use a variety of supportive strategies. Scholars will be better equipped for the ELA and NYSESLAT state testing by applying the assessment taking strategies they acquired in the Title III program.

-Subgroups and Grade Levels of Students to be Served:

All C.S.44 ELL Scholars grades kindergarten through fifth are invited to participate in the Title III after school program. Scholars are in two main subgroups. "Subgroup A" consists of scholars in grades kindergarten, first, and second. "Subgroup B" consists of scholars in grades third, fourth, and fifth. Within the subgroups scholars are organized into smaller groups that are based on both their proficiency levels and personal academic strengths. In the smaller groups there will be a focus on instruction in order to meet scholar's specific needs, such as the needs of a newcomer or the needs of a long term ELL.

-Schedule & Duration:

The program will begin on November 5, 2014 and will run until June 11, 2015. It will take place two days a week on Wednesdays and Thursdays, starting afterschool at 2:35pm and concluding at 4pm. Wednesdays will service ELL scholars grades kindergarten, first, and second. Thursdays will service ELL scholars grades third, fourth, and fifth.

-Language of Instruction:

### Part B: Direct Instruction Supplemental Program Information

The Title III program primary language is English, with additional iPad and technology based supports added in students native language.

- Number of Certified Teachers:

One certified ESL teacher, Ms. Gardet hosts the Title III program.

-Types of Materials:

The school is purchasing the following materials for the Title III program:

-iPads: Will be used to support ELLs in multiple ways. iPads will be used by the students while researching and creating their academic projects. Scholars will also learn about and be encouraged to create photo documentation of projects, project videos, and use technology based translation tools. iPads will be used by parents during parental engagement activities to inform parents on how to use and support student growth at home using specific applications and programs. iPads will be used by teachers servicing ELLs during Professional Development times that will teach them what are some targeted ELL iPad applications and programs they can include in their instruction to better support their ELL scholars.

-NYSESLAT practice assessment materials: Will be used periodically to teach scholars assessment taking strategies while acclimating them to what is expected in terms of the NYS Common Core Standards.

-Text Materials: Newspapers, Magazines, and informational cultural texts that will be used by students to research information for their projects.

-Art Supplies: (As needed) poster boards, chart markers, etc., will be used by students in order to complete their Title III project.

### 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:

-Rationale:

In order to continue learning and developing our professional teaching craft, teachers at C.S. 44 will be given opportunities to participate in professional developments that focus on English Language Learners. Professional development will be given to the certified ESL teacher, Ms. Gardet, as well as teachers that service ELL students. The certified ESL teacher will participate in multiple professional development forums outside of school throughout the school year. An example of some of the professional development workshops are those that are hosted by Network 607, DOE Office of ELLS, and Shared Path.

During the school year, at least two professional developments will be given to the C.S. 44 staff that focus specifically on English Language Learners. The professional developments are scheduled to take

### Part C: Professional Development

place during Monday professional development hours and will last 80 minutes. Topics that will be covered during the Title III professional developments are; understanding the struggles of an ELL, methods on how to incorporate current technology applications and programs through the use of iPads to support ELL scholars, how to better differentiate for an ELL, along with strategies that teachers can use in the classroom.

In addition, on a weekly basis the ESL teacher works with the classroom teachers giving them direct professional development on better supporting ELL students by pushing into each classroom. Topics that are supported during this time revolve around how mainstream teachers specifically support ELLs during everyday instruction and by giving them strategies that they can incorporate into their lessons.

-Teachers to Receive Training:

All teachers that service ELL scholars will be given professional development training.

-Schedule & Duration:

During the School year, the certified ESL teacher will receive training outside of school through professional development forums and workshops.

C.S. 44 teachers that work with ELL scholars but are not the certified ESL teacher will participate in at least two professional developments that focus on English Language Learners.

Professional Developments will take place on Mondays for the duration of 80 minutes; starting at 2:35pm and run until 3:55pm.

Ongoing professional development is given weekly by the ESL teacher that works directly with classroom teachers servicing ELLs.

-Topics to be Covered:

Topics that will be covered during the Title III professional developments are; understanding the struggles of an ELL, methods on how to incorporate current technology applications and programs through the use of iPads to support ELL scholars, understanding how to better support an ELL, how to better differentiate for an ELL, along with strategies that teachers can use in the classroom.

-Name of Provider:

Ms. Gardet, certified ESL teacher

### 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: \_\_\_\_\_

- Rationale:

C.S. 44 hopes to encourage parent involvement in scholar's academic careers. We have selected specific

**Part D: Parental Engagement Activities**

times dedicated to open communication, teach parents how to use iPad technology to support student growth at home, give parents more information, and allow them to share in an academic experience with their children. We believe that through continuous involvement, parents will be more adept to participate in their child’s school life.

**-Schedule & Duration:**

There will be at least 5 parental engagement activities. The schedule meetings will take place on November 11, 2014, December 17, 2014, February 10, March 4, 2015, and June 11, 2015.

**-Topics to Be Covered:** There are four topics that will be covered at different times.

Meeting of November 11, 2014 will be to give information about the Title III objectives.

Meeting of December 17, 2014 will be to teach an inform parents on how to use iPad applications and programs to support their child's growth.

Meeting of February 10, 2015 will give continous information to parents about strategies they can use at home and through the use of technology to support their child.

Meeting of March 24, 2015 will allow parents time to learn about and work on their child’s project with their child.

Meeting of June 11, 2015 will be the Title III multicultural after school night, where scholars will present their final projects to their peers and parents.

**-Name of Provider:**

Ms. Gardet, ESL Teacher and Ms. Verdejo, Parent Coordinator.

**-How Parents will be Notified of These Activities:**

Notices will go home with each scholar that gives information in English and their native language.

Scholars will also create invitations that they will give to their parents inviting them to join in on the activities.

**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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials	_____	_____

**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.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>044</b>
School Name <b>David Farragut</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>305</b>	Total number of ELLs	<b>43</b>	ELLs as share of total student population (%)	<b>14.10%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	39	0	5	4	0	1	0	0	0		43

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>39</b>	<b>0</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>43</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		0	4	3	3	7								17
Intermediate(I)		6	4	1	3	1								15
Advanced (A)		4	2	5	0	0								11
Total	<b>0</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>6</b>	<b>8</b>	<b>0</b>	<b>43</b>						

**NYSESLAT Modality Analysis**

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

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

**NYS Math**

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

**NYS Science**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Community School 44 uses Fountas and Pinnell to assess the early literacy skills of our ELLs.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

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

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

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

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

4b. N/A

4c. N/A

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

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

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

Based on data, instruction for ELLs within the RTI framework is differentiated to meet individual needs. Our academic program offers an appropriate level of challenge and provide necessary support by using students' learning styles when a student is having difficulties demonstrating understanding of a concept. Visuals are commonly used such as picture cards, graphics, and written words to support text information. Oral discussions, presentations, and group collaborations, and videos on the smart boards are also provided to support auditory learners.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We take into account the students second language development by grouping them according to their proficiency levels and differentiating accordingly.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Community School 44 does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our program based on student achievement data. We use in-house research-based assessments, NYSESLAT performance, and NYS Testing.

## Part IV: ELL Identification Process

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

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

the characteristics of the Home Language Identification Survey and its use. When the parents come to CS 44 to register a child, they are welcomed by the intake team. The intake team members are: Ms. Huggins, secretary; Mr. Bonilla, ESL Teacher; Ms. Acosta Figueroa, IEP teacher; Ms. Verdejo, Parent coordinator, and Ms. Smith, school aid. Members of the intake team check to see if the child's zoning school is CS 44. If CS 44 is the zoning school for the child, the intake team will provide the parent with a registration packet. This registration packet contains an emergency contact card, student office card, ethnicity survey, Home language Identification Survey, and the student biological information form. Mr. Bonilla, a pedagogue, conducts an informal interview with the parent and the prospective student. This is done in English or in the parent native language. During this interview, a Home language Identification Survey, in English and the native language if provided for the parent to complete. During this interview, the parent fills in the form and both parent and child are interviewed to have a clearer view of the child's dominant language. If the parent indicate one or more affirmative answers in part I for questions 1 to 4 (LAB-R eligibility) and two or more affirmative answers in part II for questions 5 to 8 (instructional Planning), the child's home language is considered to be a language other than English. If the home language is one other than English, the child is formally administer the LAB-R within the first ten days of enrolment. If the child scores at the English proficiency level, the child is placed in a monolingual class and no further language assessment is provided. If the child scores below the English proficiency level, the Spanish LAB (for those whose native language is Spanish) is administered.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
During the parent orientation session, the parent is given a copy of the New York City Guide for Parents of English Language Learners guide in English and the parent's native language. A Department of Education video describing the three programs available to English Language Learners is shown to parents. The three programs, bilingual transitional, dual language, and freestanding ESL are explained. At this stage, the parent has the opportunity to ask questions about the programs. During the parents orientation meetings, parents are provided with a Parent Survey and Program Selection Form. By this process, they select their program of choice for their children. These forms are collected, a placement is made, and the forms are kept on file for future reference and as evidence. If the parent prefers a freestanding ESL program for his/her child, the child will be placed in a monolingual class and will be receiving ESL instruction according to the student's level of English proficiency. If the student scores at the beginner or intermediate level in the LAB-R, the child will receive two units (360 minutes) of ESL instruction weekly by Mr. Bonilla, our certified ESL teacher. If the child scores at the advanced level of proficiency he/ she will receive one unit (180 minutes) of ESL instruction. Community School 44 follows the push-in model for ESL instruction. If the parent's program of preference is dual language, and the school does not offer the program, the parent will be informed about another school that may have the program within the district. The school will keep records of parental choice decisions for future reference with the idea of opening a dual language program when we have enough parents requesting the program. If the parent chooses the transitional bilingual program, the same procedure will be followed. The school will open a transitional bilingual program when fifteen or more students within two continuous grades are interested in this program model.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
After reviewing the Parent Survey and Program Selection forms submitted by the parents, the trend is that parents prefer the free standing ESL program for their children. The majority of parents indicate the freestanding ESL as the program of choice. Occasionally, other parents choose the dual language or the transitional bilingual program. When a parent chooses either the dual language or transitional bilingual program, we inform the parent that the school needs at least fifteen students in two continuous grades to open a class. We keep records of parent contact information in case parents must be notified at a later date. In the case when parents request the dual language program, an effort is made to contact English speaking parents and inform them of the dual language program to find out if parents are interested in enrolling his/her child in the dual language program as opposed to the child current program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1a. Community School 44 follows the self-contained ESL instructional model. The ESL program follows the Push-in model.
    - 1b. The school day is divided into an eight (8) periods. There are seven (7) forty five minute periods for instruction and one (1) fifty minute period for lunch. The students receive six (6) periods of instruction by their classroom teachers. One period each day, the students travel as a group and receive an additional instructional period in the area of science, art, or physical education. English Language Learner students are part of the self-contained classroom. The ELL population is grouped heterogeneously. A push-in model of instruction is in place for the ESL instruction of ELL students. Students are served both by grade level and proficiency level. The ESL teacher groups the ELL students for instructional purposes in two continuous grade levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Community School 44 only offers a Push-in ESL program. Those ELL students in the beginner and intermediate levels receive two units of ESL instruction per week (360 minutes), and those in the advanced level receive one unit of ESL instruction per week (180 minutes). The ESL teacher articulates with the classroom teacher for the delivery of instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In order to make content learning comprehensible, in mathematics, science, and Social Studies, CS 44 teachers make concerted efforts to employ successful research based strategies and methodologies. Specific strategies such as Total Physical Response (TPR) and Cognitive Academic Language Learning Approach (CALLA) are utilized. Additionally technology and internet resources for developing visual understanding of content concepts and hands on use of manipulatives, realia, and objects pertaining to particular units of study are also utilized. Using the push-in model, the ESL teacher articulates with the classroom teacher to assist the students in making content comprehensible and enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are evaluated in their native language by administering the Spanish LAB at the beginning of their enrollment. Since only English is the language of instruction, native language is not further evaluated. Community School 44 does not offer a Transitional Bilingual program or a Dual Language program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

CS 44 uses in-house assessments and observations to evaluate the acquisition on English throughout the year.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

a) At the current time, CS 44 doesn't have SIFE students. We will develop a plan for these scholars using all available resources when it becomes necessary.

b) ESL newcomers receive intensive support from the ESL teacher and classroom teachers. Classroom teachers work alongside the ESL teacher to provide instruction. We focus on providing them with content vocabulary to help them engage in conversation. We offer an afterschool program with Title III funding focused on newcomers.

c) For students who have been receiving service for 4 to 6 years we have extra tutoring as well as an after school program tailored to them. CS 44 doesn't have long term ELLs, or those receiving services for 6+ years.

d) We do not have any long-term ELLs.

e) Former ELLs students who have tested proficient in the NYSESLAT receive extra support for the following 2 years. They are included in the after school programs and at least one period a week they receive services from our certify ESL teacher.

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

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

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

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

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

Community school 44 uses curricular, instructional, and scheduling flexibility to accommodate ELL-SWDs needs. Our goal is that our students achieve their IEP goals and attain English proficiency within a reasonable amount of time. We frequently adjust our curriculum by differentiating it according to our on-going assessment and frequent progress monitoring of our ELL-SWDs. Intervention is also provided in short sessions with frequent opportunities to work in small groups with students with similar needs. Multisensory techniques are used to present information with an increase of the amount of practice opportunities. We also increase opportunities for students to respond in a variety of ways. The use of dry erase boards, thumbs-up, partner share, and graphic organizers are some of the strategies employed to anchor new knowledge to previously learned knowledge and concepts.

### Courses Taught in Languages Other than English

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

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

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

### 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

Science:				

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

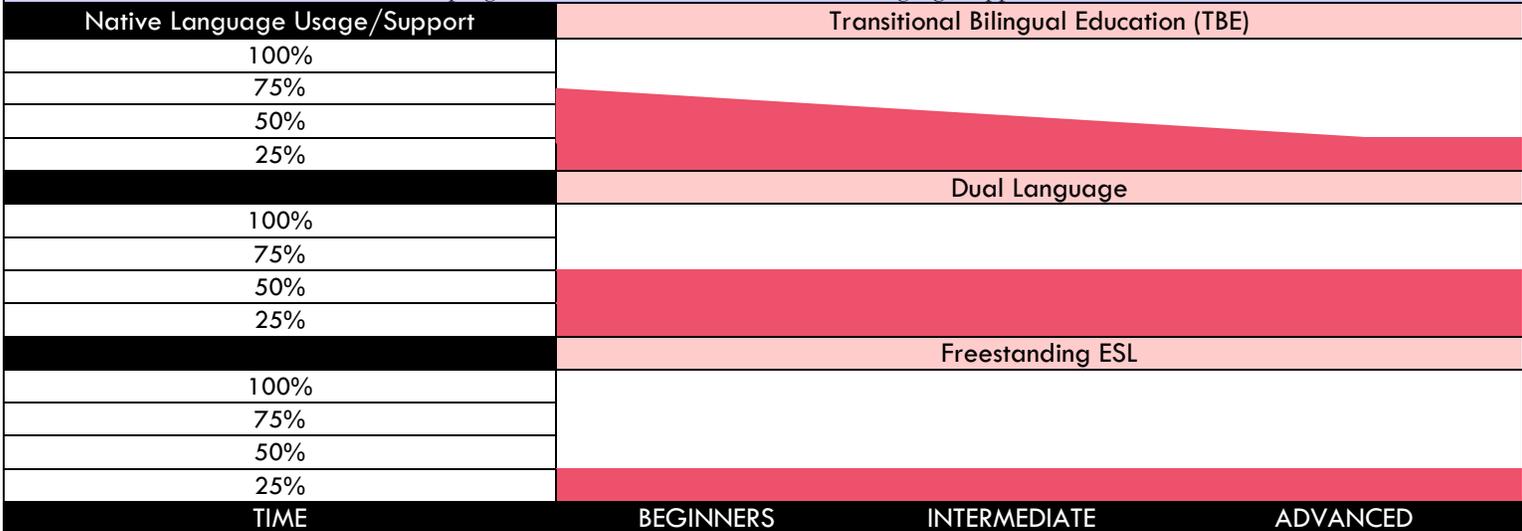
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

N/A

### C. Professional Development and Support for School Staff

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

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

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

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

### D. Parental Involvement

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

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

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

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

4. The parental involvement activities are tailored to meet the needs of the parents. One of the most important areas for parents of ELLs is translation. During all workshops, PTA meetings, and SLT meetings, translation for ELL parents is provided.

### **E. Additional Information**

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

Paste response to question here:

**School Name: CS 44**

**School DBN: 12x44**

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

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

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

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

DBN: 12X44 School Name: CS 44

Cluster: 6 Network: 607

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

