

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

13K044

School Name:

P.S. 044 MARCUS GARVEY

Principal:

VALERIE TAYLOR

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 44 – Marcus Garvey Elementary School School Number (DBN): 13K044

Grades Served: PK, 0K, 01,02, 03, 04, 05

School Address: 432 Monroe Street, Brooklyn New York 11221

Phone Number: (718) 834-6939 Fax: (718) 574-8501

School Contact Person: Roxanne James Email Address: Rjames6@schools.nyc.gov

Principal: Roxanne James

UFT Chapter Leader: Helena Johnson-McKeseey

Parents' Association President: Sharon Hambright

SLT Chairperson: Patricia Cokley

Title I Parent Representative (or Parent Advisory Council Chairperson): Ameera McGaney

Student Representative(s): _____

District Information

District: 13 Superintendent: Barbara Freeman

Superintendent's Office Address: 335 Park Pl, Brooklyn NY 11238

Superintendent's Email Address: Bfreeman6@schools.nyc.gov

Phone Number: (718) 626-3284 Fax: 718-935-4314

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald

Director's Office Address: 131 Livingston Street, Brooklyn NY

Director's Email Address: BFitzege2@schools.nyc.gov

Phone Number: 718-935-3954 Fax: 718-935-2382

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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) |
|-------------------------|---|-------------------------|
| Roxanne James | *Principal or Designee | |
| Helena Johnson-McKeseay | *UFT Chapter Leader or Designee | |
| Sharon Hambright | *PA/PTA President or Designated Co-President | |
| Geneva Jenkins | DC 37 Representative (staff), if applicable | |
| Ameera McGaney | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Ameera McGaney | Parent | |
| Natria Kinsey | Parent | |
| Theresa Cottle | Parent | |
| Dionna Hodges | Parent | |
| Darlene Joyner | Parent | |
| Jaleesa Green | Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------|--|-------------------------|
| Patricia Cokley | Teacher | |
| Kimberly Wallace | Teacher | |
| Deborah Lewis | Teacher | |
| Sherry Williams | Teacher | |
| | | |
| | | |

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| The Six Elements of the Framework for Great Schools |
|---|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The PS 44 – Marcus Garvey Elementary School's mission is to provide a safe, nurturing environment that develops the gifts and talents of all students. Through innovative teaching, collaboration among staff, parents and community, children will become independent thinkers in a global society.

PS 44 is located in the Bedford – Stuyvesant section of Brooklyn and services students from grades Pre-K to 5. The current enrollment of the school is 228 students comprised of 1% Asian, 84% Black, 9% Hispanic, 2% White and 4% Other. There are 91% of students who are eligible to receive free lunch. The attendance rate for the school is 90%. Students are engaged through a variety of programs such as: Reading Intervention; Generation Ready (Balanced Literacy); Science, Technology, Engineering and Math (STEM); Society of the Educational Arts (SEA); Materials for the Arts (MFTA); Instrumental Music; School-wide Chorus; Oratory Contest; Curriculum Related Field Trips; All day Pre-Kindergarten Program; Saturday Academy; Academic Enrichment Program; The Sanford Harmony Program; Small Group Literacy/Math; and Special Education. Students are also engaged in a variety of free after-school Academic and Arts Education Programs such as, Track, Basketball, Girls Double Dutch, Drum and Bugle Corp, and the Boys Club. These programs seek to provide students with multiple opportunities to develop their critical thinking skills, strengthen collaboration with peers, develop self-esteem, life-skills and self-reliance, and develop the necessary skills to become College and Career Ready.

This year, PS 44 has made tremendous progress toward the strong Family-Community ties element of the Framework for Great Schools. Strengthening the partnerships we have with parents is of utmost importance and inspires the school to provide families with an array of opportunities to engage in our school community. The school offers a specialized support group for parents through the NYC Health Department. We will engage in a partnership with Brookdale University Hospital to offer a variety of Health and Wellness activities geared towards promoting a healthy lifestyle for families and the school community. The Circle of Security: Parenting Series seeks to "help parents and caregivers understand and respond to their child's feelings and behaviors. Additionally, we have begun a partnership with the Paul J. Cooper Center for Human Services to provide prevention and outreach workshops for families and the school community. Finally, we host special events such as the Marcus Garvey Feast, Craft Night, Career Night, and Saturday Academy for parents to aid with supporting their students academically. As a result of ongoing collaboration within the school community, parental engagement has doubled when compared from the 2013-2014 to the 2014-2015 school year as evidenced by attendance sign in sheets.

Enhancing rigorous instruction for all learners has been a pertinent goal for our school. We will build upon the instructional focus identified in our C.E.P. from the 2014-2015 school year. In 2015-2016, all Marcus Garvey Elementary School students will show measurable growth in their ability to read, write and answer text-based questions, using details and relevant information from multiple texts across content areas. Teachers will implement writing and discussion techniques to support students in answering text-based questions. Success will be measured by student performance on the Teachers College rubric, NYS ELA Exam, and MOSL (Measure of Student Learning) performance task assessments.

13K044 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 255 | 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 |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 92.2% | % Attendance Rate | | 88.9% |
| % Free Lunch | 92.0% | % Reduced Lunch | | 4.2% |
| % Limited English Proficient | 2.4% | % Students with Disabilities | | 18.1% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | | 85.4% |
| % Hispanic or Latino | 7.3% | % Asian or Native Hawaiian/Pacific Islander | | 2.1% |
| % White | 4.5% | % Multi-Racial | | 0.3% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 9.17 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 2 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 11.1% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | N/A | Average Teacher Absences (2013-14) | | 6.81 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 20.0% | Mathematics Performance at levels 3 & 4 | | 15.3% |
| Science Performance at levels 3 & 4 (4th Grade) | 71.2% | 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 | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| 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 | 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 | 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 | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| 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 | YES | | | |
| Accountability Status – High Schools | | | | |
| 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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

Rigorous instruction which produces measurable gains in students’ abilities to read, write and answer text based questions is promoted in every classroom. Instruction is tailored to individual students’ needs based on data gathered from MOSL (NYS ELA and Math performance tasks) periodic assessments, New York State Tests (ELA, Math, and Science Exams), and DRA2 reading levels.

School data shows that both ELA and math are areas for growth. Based on the baseline MOSL data for the 2014 – 2015 school year 7.7% of kindergarten students met proficiency; 40.6% of grade 1 students met proficiency; 25.6% of grade 2 students met proficiency; 29.6% of grade 3 students met proficiency; 5.6% of grade 4 students met proficiency; and 11.9% of grade 5 students met proficiency on the MOSL Assessment.

Based on the GO Math Mid-Year Assessment for the 2014 – 2015 school year 54.8% of kindergarten students are performing below grade level standard; 73.5% of grade 1 students are performing below grade level standard; 82.0% of grade 2 students are performing below grade level standard; 100% of grade 3 students are performing below grade level standard; 100% of grade 4 students are performing grade level standard; and 97.7% of grade 5 students are performing below grade level standard.

Finally, DRA2 benchmark reading assessment data for January/February 2015 66.6% of kindergarten students are performing below grade level standard; 85.2% of grade 1 students are performing below grade level standard; 47.5% of grade 2 students are performing below grade level standard; 46.1% of grade 3 students are performing below grade level standard; 59.4% of grade 4 students are performing below grade level standard; and 60.8% of grade 5 students are performing below grade level standard.

The Spring 2015 State ELA and Math Promotional Criterion results (based upon the 2015 ELA & Math Common Core Exams) reported by the Department of Education in June 2015 was as follows: In ELA, 15% of students in third grade met standards; 7% of students in fourth grade met standards; and 23% of students in fifth grade met standards. In Mathematics 22% of students in third grade met standards; 17% of students in fourth grade met standards; and 30% of students in fifth grade met standards.

Based on the 2014-15 P.P.O., (Principal Performance Observation) the reviewer states that the school needs to continue to align curricula so that it is demanding in all content areas and accessible to all students. (QR 1.1) In addition, the school needs to continue to align assessments along with teachers’ analysis of student work and common assessment data in order to promote targeted decisions both school-wide and in individual classrooms to drive instruction. (QR 2.2)

Informed by the Capacity Framework Element, Rigorous Instruction, there is a need to refine the practice of teacher inquiry and comprehensive instructional planning as outlined below.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2016, all Kindergarten to fifth grade students will increase at least one performance level (1-4) on their STEM Project based Inquiry Reflection Logs as measured by the City Tech STEM assessment rubric.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
| <p>Teachers will use collaborative professional learning time to plan rigorous STEM units of study (including supports for SPED and ELL students.)</p> | <p>Pre-K-5 Instructional Staff</p> | <p>September - October 2015</p> | <p>Teachers, Principal, Assistant Principal, Borough Field Support Center (BFSC) Staff, City Technology</p> |
| <p>STEM Team will collaborate to review, gather, and turnkey resources for students and staff.</p> | <p>STEM Team</p> | <p>September - October 2015</p> | <p>Teachers, Principal, Assistant Principal, BFSC Support, City Technology</p> |
| <p>STEM workshops will be provided to parents.</p> | <p>Parents</p> | <p>October 2015-May 2016</p> | <p>Parent Coordinator, Teachers, Principal, Assistant Principal</p> |
| <p>Parents will participate in field trips that are connected to the STEM curriculum as part of the school day as well as for enrichment opportunities and projects at home.</p> | <p>Parents</p> | <p>November 2015-May 2016</p> | <p>Parent Coordinator, Teachers, Principal, Assistant Principal</p> |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Resources: City College Staff Developers-Title I SWP
- Teacher Per Session: Title I SWP
- Schedule Adjustment: Absence Coverage (Substitute) TL Temporary Shortfall Per Diem
- P.T.A. Title I Funding
- Instructional Resources: Provided by STEM Workshops, and school science resources
- In addition, Monday and Tuesday Collaborative Professional Learning time as well as Tuesday Parent Engagement Time will be utilized to support the implementation of this goal. Select teacher teams will turnkey and facilitate STEM professional learning experiences gained from the City Tech Summer Institute.

Part 4b. 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 SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | X | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, teachers will assess students growth on their STEM Project Based Inquiry Reflection Logs utilizing the City Tech STEM Assessment Rubric and compare this data to the pre-assessment given in October.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Supportive Environment-creating a school culture where students feel safe, supported and challenged by their teachers and peers, are engaged ongoing discussion about habits of effective students.

A strength on the 2014-2015 School Survey, is that 35% of staff strongly agree and 47% agree that the school hallways, bathrooms, locker rooms, and cafeteria are safe. In addition, 53% of staff strongly agree and 41% agree that classes are safe. A strength on the 2013-2014 Elementary School Quality Snapshot is that 81% of teachers feel order and discipline are maintained at PS 44 compared to 70% in our district and 81% in the city. Additionally a strength on the 2013-2014 Quality Review is the principal uses school resources and teacher time strategically to improve instruction, in order to meet the school’s instructional goals and improve the quality of student work (1.3.) and The school uses assessments to generate data on students’ progress in order to inform curricula and instructional refinements on the team and classroom levels, thus promoting improvement in student achievement (2.2.) A strength on the 2014-15 P.P.O., “The school provides opportunities for student voice leading to student growth” based on the adoption of student leadership principles.

A noted area of concern on the 2014-2015 School Survey, is that students are not feeling challenged (28% of staff stated sometimes and 22% stated often.) Another area of concern is students responding to test questions, (44% of staff stated often and 33% stated sometimes. An area of improvement on the 2013-2014 Quality Review is to continue to align curricula to the CCLS in order to strengthen coherence and provide all students’ with additional opportunities to enhance their higher order thinking skills, so that they are well prepared for their next level (1.1.) Another area of concern is to continue to align instructional practices to the curricula, Danielson Framework, and the school’s belief system, incorporating extensions to curricula in order to deepen learning and enhance student work (1.2.) Based on the number of incidents reported in OORS over the past two years, the number of infractions entered for the 2014-15 school year has increased in comparison to the 2013-14 school year. The school will implement the Sanford Harmony Program along with support from the Attendance Team in order to promote improved student behavior throughout the school.

The Sanford Harmony Program provides training (oversight, feedback, and coaching) and teacher materials to reinforce the importance of peer and gender relationships through storybooks, songs, puppets (lower grades) and discussions, role play and games (intermediate grades.)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2016, the overall number of behavior incidents reported in OORS will be reduced by 5% as a result of implementing the Sanford Harmony Program in the school community.,

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|--|
| <p>The student council committee will convene monthly to discuss, evaluate, and share concerns about school environment and safety.</p> | <p>Students</p> | <p>Sept 2015- June 2016</p> | <p>Student Council, Guidance Counselor.</p> |
| <p>Sanford Harmony parent workshops will be held in addition to monthly PTA Meetings to acquaint parents with the components of the program.</p> | <p>Parents</p> | <p>October 2015-May 2016</p> | <p>Parent Coordinator, Principal, Assistant Principal</p> |
| <p>Teachers will receive/participate in ongoing cycles of collaborative professional learning on the Sanford Harmony Components.</p> <p>Interim Progress checks on rates will be tracked through ongoing access to OORS reports./data that will be shared with the Attendance, SIT and Guidance team. Additional strategies will be identified by Attendance and SIT teams. Targeted strategies will be reviewed and implemented based on updated data reports in order to deliver supports throughout the school community.</p> | <p>Teachers</p> | <p>Sept 2015- May 2016</p> | <p>Sanford Harmony Program (SHP) Ambassadors, Attendance and SIT Team. Teachers, Principal, Assistant Principal.</p> |
| <p>Students in grades K-5 will have an opportunity to participate in after-school programs in support of the Sanford Harmony Program throughout the school year.</p> | <p>Students</p> | <p>October 2015-May 2016</p> | <p>SHP Ambassadors, Teachers, Principal, Assistant Principal, Outside Agency</p> |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Sanford Harmony Program provides staff training and instructional materials at no charge. The following items below will be used for after school and parent workshops. Additionally, the school will receive a \$500 stipend to enhance program implementation.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|--|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | X | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, a decrease of 2.5% should be evidenced in OORS reports.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Teachers committed to success are driven to improve learning in their classroom and across the school. School leadership pays strategic attention to professional growth; culture or continuous improvement and developing a school-based professional community.

The Elementary School Snapshot (2013-14) states that 88% percent of teachers agree that leaders of this school place a high priority on the quality of teaching.

Based on the information stated in the 2014-15 PPO, the school leadership is working on further developing teacher practice to support the appropriate implementation of the CCLS as measured by for the Danielson Framework.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will be able to demonstrate 3 strategies acquired as a result of the school's professional learning cycles focused on Domains 3b/c/d on the Danielson Framework as evidenced by a 5% increase in MOTP (Measure of Teacher Practice) ratings in Domain 3.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | 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? |
|--|---|---|--|
| School leaders will facilitate the implementation of monthly cycles of professional learning to promote teacher understanding and implementation of Domain 3 of the Danielson Framework using: grade level teams, student work analysis protocols, intervisitations, inquiry and vertical/horizontal collaborative planning. | Teachers and Paraprofessionals | October 2015-May 2016 | Principal and Assistant Principal Talent Coach |
| STEM Team, Literature Study Group, Instructional Cabinet, and SIT Team will participate in self-selected cycles of collaborative professional learning which target individual needs specified on the staff needs assessment survey. | Teachers and Paraprofessionals | October 2015- June 2016 | Principal and Assistant Principal Borough Field Support Staff, City Tech. |
| Parent Coordinator, PTA and SIT team will collaborate to plan opportunities to increase parent involvement and awareness of the school's instructional goals and priorities. | Parents | Sept 2015- June 2016 | Parent Coordinator, Guidance Counselor, teachers, Administration |
| Faculty, Staff, and Administration will attend ongoing professional development offered by the Borough Field Support Office and Central and bring back information to turnkey in the building. | Classroom Teachers, Parent Coordinator, Paraprofessionals, School Aides, Guidance Counselor, Social Worker, Assistant Principal, Principal. | Sept 2015- June 2016 | Administration, BFSC Liaisons, District Office, Central Office |

Part 4 – Budget and Resource Alignment

| |
|---|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Monday and Tuesday PD blocks will be utilized for collaborative planning, collaborative professional learning, and video calibration to gain a shared understanding of effective practice for Domain 3. |
| Title I SWP funds will be utilized to target literacy development in grades K-2 by Generation Ready staff developers. |
| Part 4b. 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 SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, teachers will demonstrate at least a 2.5% increase in their MOTP rating for Domain 3C on the Danielson Framework.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Effective leadership enhances and nurtures the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

The 2014-2015 (March), PPO states that the principal communicates high expectations for teaching and learning, communicates them in various ways, and seek supports in order for all to develop and grow. (3.4) Over the course of the year (2014-2015) the principal has implemented the following programs and instructional resources:

- Instructional technology purchased (I-pads, Desktops, and laptops)
- Ongoing training provided to all staff
- Leader In Me was introduced to enhance staff and student leadership skills (2014-2015) and the Sanford Harmony Program was infused to improve school wide peer and gender relationships (2015-2016)
- All staff participated in ongoing professional development within the school, district, and through various outside based agencies to address their individual professional development needs
- Community resources were utilized to support opportunities for teachers to augment their professional practice (Paul J. Cooper Organization, City Tech, Materials for the Arts, Society of the Educational Arts, and Musical Youth Performing Arts Inc.)

According to the School Quality Guide 2013-2014, areas of focus were “Research-based, effective instruction that yields high quality student work” and “Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards “

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2016, teachers will show a 5% MOTP increase in Domain 4e (Growing and developing professionally) on the Danielson Framework.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>Professional development on Mondays will be based on staff professional development plans/needs (especially in regards to Domain 4e (Growing and developing professionally) on the Danielson Framework as well as technology and developing a professional learning community)</p> <p>Professional Development activities and coaching will include utilizing data for increased student performance.</p> | <p>Staff</p> | <p>October 2015-May 2016</p> | <p>Administrators, Teacher Leaders, BFSC, community based organizations, and outside agencies</p> |
| <p>Provide parent technology workshops that include information on STEM.</p> <p>Provide workshops and parent trainings provided by CBOs (Paul J. Cooper Organization, City Tech, Materials for the Arts, Society of the Educational Arts, and Musical Youth Performing Arts Inc.)</p> | <p>Parents</p> | <p>October 2015-May 2016</p> | <p>Administrators, Technology teacher, classroom teachers, parent coordinator, community based organizations, and outside agencies</p> |
| <p>Administrators will secure additional funds and resources to enrich the school community with various (STEM, Lego Robotics...) technology workshops on and off site (City Tech...)</p> | <p>Staff and students</p> | <p>Sept 2015-December 2015</p> | <p>Superintendent, BFSC, Administrators, and Grant Writing Committee</p> |
| <p>Administrators will analyze feedback from staff PD reflection forms to gauge effectiveness of current PD's and to plan upcoming PD sessions with targeted support</p> | <p>Staff</p> | <p>Sept 2015-June 2016</p> | <p>Administrators</p> |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Universal Pre-K Professional Development funds and and Title SWP funding will be utilized to support teacher and parent workshops. Grant monies (STEM, Lego Robotics...) will be used to fund workshops for staff.

Part 4b. 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 SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, staff will demonstrate a 2.5% MOTP increase for Domain 4e on the Danielson Framework.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

For the year 2013-2014 (change year to 2014-2015 and input the new information/statistics) the school exceeded the citywide average for chronic student absenteeism. The citywide average last year was **21.6%** and the school’s average was 45.1% . On average in previous years we have maintained at least 90% of our student present and on time. A variety of demographic details present additional challenges to supporting family and community engagement.

For example 12 students are currently identified as begin in temporary housing, many of which are transported to 13K044 by bus, and many families moved out of the neighborhood due to economic circumstances, but decided to remain at PS 44. This presented a challenge for teachers and parents alike with regards to scheduling in person communication time and promoting a stronger sense of community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase of at least 10% of parental engagement as evidenced on attendance sheets at PS 44 community events.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| <p>Varied engaging parental workshops offered (such as (Parents as Learning Partners In ELA and Math, STEM, Saturday Academy for Parents, etc.)</p> <p>Varied interactive student after-school academic and arts enrichment opportunities (Drum and Bugle Corp., Boys and Girls Club, Homework Assistance...)</p> | Parents and Students | October 2015-June 2016 | Parent coordinator, classroom teachers and administration |
| SIT and Attendance Team will use Tuesday parent engagement time to monitor issues regarding student absenteeism, lateness, and progress. In addition, plan targeted and strategic options to improve attendance issues which will be shared with staff. | Parents and Students | October 2015-June 2016 | Attendance and SIT Team, administrators, staff, parent coordinator, District Family Advocate, Superintendent and BFSC. |
| Parent Engagement Tuesday sessions will include varied workshops for families. | Parents and Students | Sept 2015-June 2016 | Teachers, parent coordinator |
| Parent teacher conferences, curriculum night, ongoing opportunities to engage families in celebrations of learning throughout the school community, publishing parties, assemblies, etc. | Parents | Sept 2015-June 2016 | Parent Coordinator, Administration, Faculty and Staff |

Part 4 – Budget and Resource Alignment

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|---|----------|---|-------------|---|------------|--|------------------|--|-------------------|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | |
| Title I SWP funds will be used to acquire materials to support academic success at home, i.e. test preparation, books, per-session funds to cover staff members facilitating Saturday Academy for Parents . Community Based Organizations will fund the after-school enrichment opportunities for students. | | | | | | | | | | |
| Part 4b. 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 SWP | X | Title I TA | | Title II, Part A | | Title III, Part A | Title III, Immigrant |

| | | | | | | | | | | | |
|--|-----|--|--------------------------------|--|---------|---|------------|--|---------|---|-------|
| | C4E | | 21 st Century Grant | | SIG/SIF | X | PTA Funded | | In Kind | X | Other |
|--|-----|--|--------------------------------|--|---------|---|------------|--|---------|---|-------|

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be an increase of at least 5% of parental involvement as evidenced on attendance sheets at PS 44 community events.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|---|---|
| English Language Arts (ELA) | <ul style="list-style-type: none"> • K-3: Students scoring between 0% - 74% on the Beginning of the Year Ready Gen Baseline Assessment and the NYC MOSL Assessment (levels 0-1 on traits) • Gr 4: Students whose scale scores on the 2015 NYS E LA test fell below proficiency on the 3rd grade NYS ELA test • Gr 5: Students | <ul style="list-style-type: none"> • Ready Gen • Good Habits/ Good Readers • Guided Reading • Shared Reading • Interactive Reading • Interactive Writing • Increasing volume through on demand writing and use of writing prompts | <ul style="list-style-type: none"> • Small group • One-to-one tutoring • Inquiry teams target the lowest third of student population by grade and provide additional support | <ul style="list-style-type: none"> • During the school day |

| | | | | |
|---------------------------|--|--|---|---|
| | <p>whose scale scores on the 2015 NYS ELA test fell below proficiency on the 4th grade NYS ELA test</p> | <ul style="list-style-type: none"> • | | |
| <p>Mathematics</p> | <ul style="list-style-type: none"> • K-3: Students scoring between 0% - 74% on the Beginning of the Year Go Math Baseline Assessment • Gr 4: Students whose scale scores on the 2015 NYS Math test fell below proficiency on the 3rd grade NYS Math test • Gr 5: Students whose scale scores on the 2015 NYS ELA test fell below | <ul style="list-style-type: none"> • Go Math • Exemplars • Guided Math Groups • Problem Solving Friday's • Grade Fluency Practice • Writing in Mathematics | <ul style="list-style-type: none"> • Small group • One-to-one tutoring • Inquiry teams target the lowest third of student population by grade and provide additional support | <ul style="list-style-type: none"> • During the school day |

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| | proficiency on the 4 th grade NYS Math test | | | |
| Science | <ul style="list-style-type: none"> • K-3: Students scoring between 0% - 74% on the Beginning of the Year Ready Gen Baseline Assessment • Gr 4: Students whose scale scores on the 2015 NYS ELA test fell below proficiency on the 3rd grade NYS ELA test • Gr 5: Students whose scale scores on the 2015 NYS ELA test fell below proficiency on the 4th grade NYS ELA test | <ul style="list-style-type: none"> • Houghton Mifflin Science texts (mentor) • The scientific method through hands - on, writing in content area <p><i>* CityTech STEM interactive curriculum</i></p> | <ul style="list-style-type: none"> • Small group • One-to-one | <ul style="list-style-type: none"> • During the school day |
| Social Studies | <ul style="list-style-type: none"> • K-3: Students scoring between 0% | <ul style="list-style-type: none"> • Houghton Mifflin | <ul style="list-style-type: none"> • Small group | <ul style="list-style-type: none"> • During the school day |

| | | | | |
|--|---|---|---|---|
| | <p>- 74% on the Beginning of the Year Ready Gen Baseline Assessment</p> <ul style="list-style-type: none"> • Gr 4: Students whose scale scores on the 2015 NYS E LA test fell below proficiency on the 3 rd grade NYS ELA test • Gr 5: Students whose scale scores on the 2015 NYS ELA test fell below proficiency on the 4 th grade NYS ELA test | <ul style="list-style-type: none"> • Content area vocabulary • Writing in the content area | <ul style="list-style-type: none"> • One-to-one | |
| <p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> | <ul style="list-style-type: none"> • At-risk counseling for students who have parental consent and were referred by staff/ teachers | <ul style="list-style-type: none"> • Improve concentration and focus on academics • Promote healthy socialization skills • The Sanford Harmony Program | <ul style="list-style-type: none"> • Small group • One-to-one | <ul style="list-style-type: none"> • During the school day |

| | | | | |
|--|--|---|--|--|
| | | <ul style="list-style-type: none">• Behavior intervention plans for at-risk students• Follow up on suspensions | | |
|--|--|---|--|--|

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <ul style="list-style-type: none"> • Build partnerships with local colleges to identify new staff • Attend central and borough wide hiring fairs • School administration will work with HR liaisons from BFSC to ensure that all teachers are highly qualified |

2b. High Quality and Ongoing Professional Development

| |
|--|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <ul style="list-style-type: none"> • School administrators will collaborate with teachers to create individual professional development plans to ensure all teachers are highly qualified. • Teacher leaders will participate in off-site professional development and turn-key information to groups of staff based on interest. • In order to build a professional learning community staff who participate in ongoing on-site and off-site professional development will be given opportunities to facilitate workshops to share pertinent information to the whole school community. • Staff will initiate inter-visitations and intra-visitations both internally and externally with partner schools. • To build coherence across classrooms, staff will collaboratively engage in horizontal and vertical planning. • Staff will collaborate to revise grading policies to share with parents the school community. |

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

NA

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.).

- Set up Pre-K & K Open House to meet with parents of transitioning Pre-K and K students
- Schedule Pre-K students and parents to visit kindergarten classrooms
- Promote DECE website for parents to obtain information regarding transitioning Pre-K students into kindergarten
- Encourage parents to attend Pre-K workshops for families within the school based on feedback from surveys
- Sharing of research articles, teacher, lesson plans, grading policies, and academic and social expectations with parents to assist them with transitioning

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.

- Instructional cabinet, administrators and MOSL team will help to select assessments that meet the needs of the school community based on school level data
- MOSL team members meet with administrators to discuss trends and gaps in assessment results from previous and the current school year

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount

| each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated. | | | | |
|--|--|---|---|--|
| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan. | |
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 217,927.00 | X | Section 5A through Section 5E, Part 3 Action Plan and Part 4 Budget and Resource |
| Title II, Part A | Federal | 163,289.00 | X | Section 5A through Section 5E, Part 3 Action Plan and Part 4 Budget and Resource |
| Title III, Part A | Federal | 0 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 1,235,128.00 | X | Section 5A through Section 5E, Part 3 Action Plan and Part 4 Budget and Resource |

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 44**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 44** will support parents and families of Title I students by:

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- Providing parents 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

PS 44, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- 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 to 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
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

| | | |
|----------------------------------|-------------------------|--------------------------|
| District 13 | Borough Brooklyn | School Number 044 |
| School Name Marcus Garvey | | |

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

| | |
|---|---|
| Principal Roxanne James | Assistant Principal Nichele Holder |
| Coach | Coach |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor Ivy Clarke |
| Teacher/Subject Area Marsha Pierre | Parent Angelica Crespo |
| Teacher/Subject Area Anna Vedrine | Parent Coordinator Cheryl Williams |
| Related-Service Provider | Borough Field Support Center Staff Member |
| Superintendent | Other (Name and Title) |

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program | 0 | Number of certified bilingual teachers not currently teaching in a bilingual program | | Number of teachers who hold both content area/common branch and TESOL certification | |
| Number of certified bilingual teachers currently teaching in a bilingual program | | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | | Number of teachers who hold both a bilingual extension and TESOL certification | |
| Number of certified ENL teachers not currently teaching in the ENL program | | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | | Number of special education teachers with bilingual extensions | |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 205 | Total number of ELLs | 13 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | K <input checked="" type="checkbox"/> | 1 <input checked="" type="checkbox"/> | 2 <input checked="" type="checkbox"/> | 3 <input checked="" type="checkbox"/> | 4 <input checked="" type="checkbox"/> | 5 <input checked="" type="checkbox"/> |
| | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> | 11 <input type="checkbox"/> |

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education | | | | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|---|
| All ELLs | 16 | Newcomers (ELLs receiving service 0-3 years) | 16 | ELL Students with Disabilities | 1 |
| SIFE | | Developing ELLs (ELLs receiving service 4-6 years) | 0 | Long-Term (ELLs receiving service 7 or more years) | |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 16 | | 1 | 0 | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

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 | | 2 | 2 | | | 2 | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

| | |
|--|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|--|---|

| Freestanding English as a New 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 | 4 | 1 | 2 | | 1 | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | 1 | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | 1 | | | | | | | | | | | | | 0 |
| Haitian | | 1 | | | | | | | | | | | | 0 |
| French | | | | 1 | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | 1 | | | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Entering (Beginning) | 3 | | 2 | | 1 | 1 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 1 | | | | | | | | | | | | | 0 |
| Transitioning (High Intermediate) | | 1 | | | | | | | | | | | | 0 |
| Expanding (Advanced) | 1 | 1 | 1 | 1 | | | | | | | | | | 0 |
| Commanding (Proficient) | | 1 | 1 | | | 1 | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA | | | | | | | | | | | | | | |
| GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total | | | | | | | | | | | | | | 0 |

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | | | | | | | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | 1 | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | 1 | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | | | 1 | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | | | | |
| Integrated Algebra/CC Algebra | | | | |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | | | | |
| Geography | | | | |
| US History and Government | | | | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Home Language Assessments | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S. 44 uses DRA in order to assess the early literacy skills of all students. The data gathered from these assessments allows teachers to match students to their appropriate reading levels. This information also helps inform the school's instructional plan by pinpointing the skills that students have already acquired and those areas that require the most attention. The NYSITELL (newly enrolled ELLs) and the NYSESLAT test scores are taken into consideration when planning and grouping LEP students for pull-out ENL services. There are 13 current ELLs. All 13 students took the NYSESLAT (May 2015).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT data shows that ELLs are making incremental gains on the assessment by annually moving forward to the next proficiency level on their way to becoming English language proficient. Many ELLs come in on the Advanced level in kindergarten and test out of the program by the end of the first grade. For this reason, the majority of our ELLs are found in grades K-5. ELLs who are at the Entering level are all newcomers. The NYSITELL test results indicate that newly enrolled ELLs need the greatest amount of support in reading. The NYSESLAT results indicate that the ENL teacher needs to focus on reading and writing at all grade levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 AMAO goal number one focuses on the percentage of students making progress in English as determined in one of three ways: advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years ; making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years ; scoring at the intermediate level or above on the NYSESLAT for students with one data point. AMAO goal number two focuses on the percentage of students attaining English Language proficiency which is defined as LEP/ELL students scoring at the proficient level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT). Finally, AMAO number three focuses on ELLs attaining AYP (Adequate Yearly Progress). The NYSESLAT data shows that ELLs are making incremental gains on the assessment by annually moving forward to the next proficiency level on their way to becoming English language proficient. Many ELLs come in on the Advanced level in kindergarten and test out of the program by the end of the first grade. For

b. We do not use the ELL Periodic Assessment.

c. P.S.44 does not administer the ELL Periodic Assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

The Response to Intervention (RTI) model is one which focuses on prevention and early intervention should a student be struggling. There are 3 tiers of intervention beginning with Tier 1. This is based on the core curriculum in which targeted and differentiated instruction is available to all students in a general education classroom. If a student needs additional support, he/she is moved to the Tier 2 and later Tier 3 levels. These tiers provide more instructional support through small group instruction, Academic Intervention Services or other interventions. As the student progresses and this progress is measured through a variety of assessments, the additional academic supports are removed.

If data shows that a student is not thriving academically, the general education as well as ENL teachers will meet in order to discuss differentiated instruction that can be put into place to allow the student better access to the curriculum. The ENL teacher also supports the classroom teacher's instruction during ENL pull-out services. If an ELL is performing on level 1 or 2, the student is moved to Tier 2 of the RTI framework. The types of programs or strategies used for Tier 1 students are: Ready Gen, Good Habits/Good Readers, Guided Reading, Shared Reading, Interactive Reading and Writing, Increasing volume through on demand writing and use of writing prompts. Tier 1 students are given additional support daily in the classroom in the following manner: individual conferences, one-on-one guided support/coaching sessions, UDL and RTI, infusing technology and visual supports, in addition to the ENL teacher support. This student receives additional after school as well as Saturday Academy academic instruction. Small-group, targeted instruction is put in place in order to help the student succeed.

ELLs who received a Commanding on the NYSESLAT (May 2014 and 2015) will receive 90 minutes of integrated ENL weekly as per the new CRP Part 154 mandates. The classroom teacher continues to differentiate instruction to meet the newly proficient students' needs. They are also given the opportunity to attend all after school programs. They are entitled to ELL testing accommodations for two years after they achieve proficiency on the NYSESLAT.

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

Staff at P.S.44 have received ELL and Differentiated Instruction professional development, and have been instructed in ELL methodology and strategies to use in the classroom in order to allow their ELLs to access the curriculum and thrive academically. Teachers are well-versed in differentiation and scaffolding techniques. They have also been trained in modifications to use in the classroom in order to test a student's knowledge rather than their knowledge of the language. This training will take place for new teachers and all teachers will be getting a refresher course. In order to assess the educational and language needs of ELLs, the ENL teacher will analyze various data, including the students' educational history, the parent interview as well as NYSITELL/NYSESLAT results.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

The is no Dual Language program at P.S. 44.

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

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (NYSITELL, Periodic Common Core ELA Benchmarks, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.

Add additional instruction on a literacy support program for students with literacy skills. This program will focus on providing additional support for students who are struggling with literacy skills in their native language. These students will receive instruction in their native language to strengthen their literacy skills.

Develop additional instruction in English to target language modalities according to

Assess students' English to target language modalities according to

their needs and to familiarize students on all levels with the format of the NYSESLAT.

□ A c a d e m i c l i n t e r
v e n t i o n S e r v i c e s
f o r S l F E s t u d e n t
s a n d t h o s e p e r f
o r m i n g b e l o w g r a
d e l e v e l d u r i n g
t h e a f t e r s c h o o l
a n d S a t u r d a y A c a
d e m y p r o g r a m s .

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. In Literacy we administer the DRA (three times a year) and the TC Writing/Reading rubric to assess the early literacy skills of all students. The data gathered from these assessments allows teachers to match students to their appropriate reading levels. This information also helps inform the school's instructional plan by pinpointing the skill that students have already acquired and those areas that require the most attention. The Lab-R (newly enrolled ELLs) and the NYSESLAT test scores are taken into consideration when planning and grouping LEP students for pull-out ESL service. There are seven students that took the NYSESLAT in 2015. The areas that showed the most growth among those tested was in the area of Listening and Speaking area.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When a parent registers a new entrant into the English Language School System, the parent fills out the Home Language Identification Survey (HLIS) in their native language. A pedagogue, the ENL teacher, or N. Holder, the Assistant Principal assists the parent in filling out the form and conducts the informal interview contained on the back of the HLIS. If a parent has language interpretation needs, then a pedagogue who speaks the language is made available to assist with the interview or the DOE Translation and Interpretation Unit is utilized. Interviews are conducted in person or over the phone and the NYSITELL is administered within 5 days of a child entering the school system. The subsequent parent orientation, should the child be identified as an ELL, also occurs within the first five days of the child entering the system. The ENL teacher compares the list of new admits to the collected HLIS to ensure that all students have a completed form on file. The ENL teacher determines whether new students are eligible for NYSITELL testing based on the HLIS, the interview with the parents as well as an interview with the newly enrolled student. Students who have at least one "other" box checked from the first four questions, at least two "other" boxes checked from the second four questions and whose informal interview indicates that they do speak a language other than English in the home, are eligible for NYSITELL testing. All other students are not Limited English Proficient (LEP). The ENL teacher then conducts an informal interview with the child. If the child is not able to communicate in English, then a pedagogue will be made available to provide translation services. The ENL teacher administers and scans the NYSITELL within the first 5 days of admittance. The NYSITELL scan results state the cut-off for levels of proficiency. Students who score at the Commanding level are not LEP, while students who score at the Entering, Emerging, Transitioning, or Expanding level are entitled to ELL services. Among the students who are entitled, the Spanish speaking students are assessed with the Spanish LAB. This is the entrance process to the ELL programs. Each May, the ENL teacher administers the New York State English as a Second Language Achievement Test (NYSESLAT). This test measures the progress ELLs have made in their English Language proficiency. Students may exit the program through achieving a Commanding score on the NYSESLAT. As per the new CR Part 154, students in grades 3-8 may also exit the program if they receive a score of Expanding on the NYSESLAT as well as a score of 3 or 4 on the NYS ELA exam. For lower grades, scoring at the Entering, Emerging, Transitioning, or Expanding level entitles the student to continued services.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the school will proceed with the SIFE Identification Process for students who are newly identified ELLs, in grades 3 to 9, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. If a student meets all this

criteria then the school will further continue with the SIFE Identification Process which includes administering the oral interview questionnaire and administering the Literacy Evaluation for Newcomer SIFE (LENS) to all students who speak Spanish, Arabic, Bengali, Chinese, or Haitian Creole. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student has an IEP and Home language is other than English, the Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. The LPT will include the Assistant Principal, the ENL teacher, the IEP teacher, as well as the student's parent/guardian. The LPT looks at the following criteria in order to determine whether or not a student should take the NYSITELL: student interview in English and the home language, the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT recommends the student take the NYSITELL, the student takes the NYSITELL to determine ELL status and the ELL Identification Process continues as with all students. Should the LPT recommend that the student not take the NYSITELL, then the LPT's recommendation is sent to the principal for review. If, upon review, principal determines the student should take the NYSITELL then the student takes the NYSITELL to determine ELL status and the ELL Identification Process continues as with all students. However, if upon review, principal determines the student should not take the NYSITELL then the Principal's determination is sent to the superintendent or designee for review. The parent/guardian must be notified within 3 days of the decision. If, upon review, superintendent or designee determines the student should take the NYSITELL then the student takes the exam and the ELL Identification Process continues as with all students. However, if the superintendent or designee determines the student should not take the NYSITELL then the parent/guardian is notified and the ELL Identification Process terminates. The process of identification for students with IEP's is completed within 20 days of registering the student in our school.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Upon registration, Ms. Holder (AP) or the ENL teacher, with assistance of the parent coordinator, are in charge of identifying whether a newly enrolled student will be identified as being eligible to take the NYSITELL if: one of four questions on page 1 of the HLIS and two questions on the back of the HLIS indicate that the student speaks another language at home, the interview with the parents indicates a language other than English is spoken at home, and finally the interview with the student confirms the use of a language other than English at home. The ENL teacher will then schedule the student to be tested with the NYSITELL within the first two school days after enrollment. The ENL teacher will print and scan the NYSITELL answer documents on the scheduled day. Once the exam is scanned in to ATS and the entitlement or non-entitlement is determined, the ENL teacher will prepare a letter to be sent home in the parent/guardian's preferred language. This letter will be sent home with the student on the second or third school day. If the student is entitled to services, then the letter inviting the parent to the parent orientation will be included. The parent orientation will be held within the first five school days as per the new CR Part 154 mandates.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. In order to make certain that parents are aware of this option, the ENL teacher will discuss this new regulation with parents during the parent orientation meeting. If a student is deemed not entitled to ENL services as per the NYSITELL, the ENL teacher will inform the parents of the 45 day appeal regulation along with the non-entitlement letter sent home in the parent/guardian's preferred language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Students who have scored at the Entering, Emerging, Transitioning, or Expanding levels on the NYSITELL are entitled to ELL services. Within 2 days of administering and scanning the NYSITELL, the ENL teacher sends home to each entitled student an entitlement letter, parent survey, program selection form and program brochure in English and the home language. The parents are invited and encouraged to attend a parent orientation with the ENL teacher which is scheduled within the next 3 school days. The ENL teacher calls each parent the day before the orientation to remind them of the meeting and to ensure that parents understand how important it is that they attend. Translators are also present or the DOE Translation and Interpretation Unit is utilized during the orientation. The ENL teacher explains, and additional staff translates if necessary, the LEP identification process and the three program choices. The parents receive all written material in both English and the home language. They have the opportunity to ask questions and watch the Parent Orientation video in their home language. The parents are informed that they have the right to choose Traditional Bilingual

Education or Dual Language and that the school is mandated to open a TBE class if the parents of 15 students who share the same home language across two contiguous grades request TBE. Since we do not have enough students to open a TBE class, the parents are informed that if they choose TBE or DL, they are entitled to a transfer to another school within the district that does offer that service. The parents are informed that they then have a right to refuse the offer of transfer. If parents do not attend the parent orientation, the ENL teacher calls parents at home to arrange a more convenient time for the parent to come into the school. The classroom teacher also speaks to the parent in the morning or at dismissal to inform the parent of the importance of the orientation.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once a newly enrolled student is determined to be entitled to services based on the NYSITELL score, the ENL teacher sends home an entitlement letter as well as a letter inviting the parent/guardian to the parent orientation. Parents at P.S. 44 typically have attended the scheduled parent orientations. There have been some parents who had to reschedule and attend an individual parent orientation held at a time more convenient for them. During these meetings, the parents are shown the Parent Orientation video and are provided with information in their home language. Translators are made available if necessary. The ENL teacher goes over the Parent Survey and Program Selection form with the parent/guardian and the form is completed during the meeting. Should a parent/guardian express interest in a Dual Language program then the form is completed indicating the first and second choice. The ENL works with the Parent Coordinator to provide the parent with the necessary information. In the past 2 years, however, any parent that has been interested in a Dual Language program later opted to have their child stay at P.S.44. This decision is noted on the Parent Survey and Program Selection form. If a parent does not attend the parent orientation, the teacher will call them to inform them of the importance of their attendance. Should a parent not schedule a meeting, then their child is placed in the ENL program as there is no Transitional Bilingual Program - the default as per CR Part 154 - at the school. Parents will continue to be contacted and the Parent Survey and Program Selection forms will also be sent home for them to complete independently. The ENL teacher keeps a log of all calls and letters sent home.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If a parent/guardian does not attend the parent orientation, the ENL teacher will call in order to schedule an individual meeting. If the parent/guardian continues to be unable to attend in person, then the ENL teacher would hold a phone conference and go over all programs and parent rights over the phone, with a translator if necessary. The Parent Survey and Program Selection form would then be sent home for completion by the parent/guardian. Should the parent continue to not complete and return the form, the ENL teacher would periodically check in with the parent, try to meet the parent before/after school, or during a parent teacher conference. In the unlikely event that a Program Selection form is not returned, the student would receive ENL services as there is no Transitional Bilingual Program, the default as per the CR Part 154, at P.S. 44. A log is kept of all communication attempts made by the ENL teacher.
9. Describe how your school ensures that placement parent notification letters are distributed.

In order to keep track of all necessary parent notification letters, the ENL Teacher/Coordinator first uses the scanned NYSITELL results as well as the RLAT in order to determine non-entitlement, entitlement, continued entitlement or transitional eligibility. Afterwards, a roster of all students who require one of these letters is created and these letters are prepared in the language of choice as indicated by parents on the HLIS. Copies of these letters, along with copies of the HLIS, are kept in the ENL classroom. The letters addressed to parents/guardians are then handed to each child and the ENL teacher watches as they put the letters into their backpacks. The ENL teacher then indicates on the roster that the child has been handed the form. The classroom teacher is asked to alert the parent of the letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ENL Teacher/Coordinator uses the scanned NYSITELL results as well as the RLAT in order to determine non-entitlement, entitlement, continued entitlement or transitional eligibility. A roster of all students who require one of these entitlement letters is created and these letters are prepared in the language of choice as indicated by parents on the HLIS. Copies of these letters, along with copies of the HLIS, are kept in the ENL classroom. The letters addressed to parents/guardians are then handed to each child and the ENL teacher watches as they put the letters into their backpacks. The ENL teacher then indicates on the roster that the child has been handed the form. The classroom teacher is asked to alert the parent of the letter. At the parent orientation, parents are assisted in filling out the Survey and Selection Form. Copies of the returned forms are kept on file and the original is placed in the student's cumulative record along with the original HLIS. If the form is not returned, the ENL teacher, along with staff available to translate, call the parent and remind them of the importance of their informed decision in their child's education. The classroom teacher reminds the parent face-to-face in the morning and at dismissal. If the form is still not returned, the default choice is TBE as per CR Part 154. However, in the past three school years, all parents of newcomer ELLs have filled out the Survey and Selection Form.
11. 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 March of each year the ENL teacher creates an ATS report (RLER) in order to identify all ELL's who should take the NYSESLAT. Then the ENL teacher creates a calendar indicating when each grade span will take each language modality section of the test. This schedule is put on the monthly school calendar. The LAP team members assist in administering the NYSELAT TEST to all ELLs each year. The team members are:

Anna Vedrine - Special Education Teacher

Marsha Pierre - Special Education Teacher

In addition, the ENL teacher creates letters for all parents of ELLs, in English as well as in their home languages, informing them of the test dates for their child. The letter stresses the importance of attending school on those days and being rested and prepared to take the exam. The ENL teacher allocates the last two days of the testing window for make-up exams. If a student is absent on any portion of the exam, the teacher will call the parents before the make-up testing window in order to ensure that the student will be in attendance and will be prepared to take the section of the exam she or he had missed. In the past several years, all students taking the NYSESLAT at P.S.44 have taken each section of the exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL Teacher/Coordinator uses the scanned NYSITELL results as well as the RLAT in order to determine non-entitlement, entitlement, continued entitlement or transitional eligibility. A roster of all students who require one of these entitlement letters is created and these letters are prepared in the language of choice as indicated by parents on the HLIS. Copies of these letters, along with copies of the HLIS, are kept in the ENL classroom. The letters addressed to parents/guardians are then handed to each child and the ENL teacher watches as they put the letters into their backpacks. The ENL teacher then indicates on the roster that the child has been handed the form. The classroom teacher is asked to alert the parent of the letter.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past few years, five parents chose Freestanding ESL and one expressed interest in a Chinese Dual Language program. The parent later opted to leave the child at P.S.44 and chose the Freestanding ESL program, the second choice. The trend in program choice shows a clear interest in the Freestanding ESL program at P.S.44. The programs at our school are aligned with parent requests. In the past four school years, all parents had their children placed in their first choice of programs as per the Parent Choice Survey.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

There is a Freestanding ENL Program at P.S. 44. Integrated ENL instruction for varied proficiency levels are provided by the ENL teacher and the special education teachers. Teachers plan lessons and ENL methodologies and techniques are utilized to support the language acquisition needs of the ELL students. Students are grouped by grade levels and mixed proficiency levels. When there are two or more students in that grade or contiguous grade levels. According to CRP 154.2 students at the entering level will receive one unit of stand-alone ENL, and one unit of integrated ENL. ELL's at the emerging level will receive .5 units of stand-alone ENL, one unit of integrated ENL and .5 units of ENL with flexibility. ELL's at the transitioning level will receive .5 units of integrated ENL and .5 units of ENL with flexibility. ELL's at the expanding level will receive one unit of integrated ENL. Former ELL's, ELL's at commanding level, will receive .5 units of ENL with flexibility.

In order to help students make progress, we utilize the following practices:

S c a f f o l d i n g i
s a n e s s e n t i a l
p a r t o f t h e i n s
t r u c t i o n a l d e l i
v e r y , s u c h a s M
o d e l i n g , B r i d g i
n g , S c h e m a B u i l
d i n g , C o n t e x t u a
l i z a t i o n , T e x t
R e p r e s e n t a t i o n

Annual Meeting notification system used for enrollment status of students, informal assessments, and running records

Additional information about assessment process. The assessment process is designed to provide information about student performance, and to identify areas for improvement. The assessment process is designed to provide information about student performance, and to identify areas for improvement.

Meeting with ENL teacher to discuss the needs of individual students and how the classroom teacher can best support ELLs in the mainstream setting. The ENL teacher has provided each teacher with an informational packet which includes accommodations for ELLs, strategies for teaching ELLs and tips for creating a classroom environment in which an ELL can thrive.

a. ELLs are provided service by the ENL-Certified teacher through a Push-in/Pull-Out model.

b. When in a pull-out session, ELLs are mainly placed in heterogeneous groups determined by grade level. Differentiated small-group instruction is provided based on initial and mid-year assessments as well as ongoing informal assessments done by the ENL teacher. The teacher also collaborates with the classroom teachers in order to be aware of, and plan for, the needs of the students in their regular classrooms.

b. TBE program. *If applicable.*

P.S. 44 does not have a TBE program.

c. DL program. *If applicable.*

P.S. 44 does not have a Dual Language program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering and Emerging level students receive 360 minutes of ENL per week, 180 of which are Stand-Alone ENL and the other 180 Integrated ENL. Transitioning students receive 180 minutes of ENL, 90 which are Stand-Alone and 90 Integrated ENL. Expanding students receive 180 minutes of Integrated ENL. Former, or Commanding, ELLs will receive 90 minutes of integrated ENL. A full-time ESL teacher creates the ENL schedule to meet the mandated minutes for each student. Native language support is provided when appropriate and possible. Bilingual books are available to students to read in the ENL classroom.

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

The classroom teacher provides instruction in the content areas using ENL methodologies and native language support. The teachers scaffold the lessons with modeling, visual and dramatized contextual support, Total Physical Response (TPR) and linguistic structure. Beyond explicit ENL, collaboration between teachers means that there is a consideration for the language needs of ELLs. During the integrated ENL and ENL flexibility model, the ENL teacher work inside the classroom with the classroom teacher to support ELL's in content areas such as math, science, ela, and social studies. The ENL teacher collaborates with teachers to review student data and work to inform instruction. Content area support is provided by the ENL teacher using scaffolding strategies, use of authentic literature, small group instruction and language acquisition.

Some aspects of this policy include:

Content area teacher monitoring

t h e u n d e r s t a n d i n g
 o f l i n g u i s t i c a l l y
 c h a l l e n g i n g m a t t e r s
 i n a l l a n d u s e a v a r i e t y
 o f p h r a s e s i n g s a n d s y n o n y m s
 t o c l a r i f y e a c h i n g .

M a t h t e a c h e r s d e v o t e e x t r a c l a s s s t i m e t o u n t a n g l i n g d i f f i c u l t w o r d p r o b l e m s , a n d r e q u i r e s t u d e n t s t o m a k e v e r b a l e x p l a n a t i o n s o f t h e p r o b l e m s t h e y w o r k o n .

S o c i a l S t u d i e s t e a c h e r s s c a f f o l d t h e i r i n s t r u c t i o n w i t h v i s u a l a i d s s u c h a s m a p s , a t l a s e s , a n d i l l u s t r a t i o n s t o h i n c r e a s e c o m p r e h e n s i o n .

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 The ENL teacher has a bilingual library in the classroom. Throughout the year, students will be asked to read a native language book on their reading level and summarize the book orally or in writing. In addition, pedagogues who speak another language assist in the evaluation of students with the same home language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 It is critical that ELLs are appropriately evaluated in all four language modalities throughout the year in order to monitor their progress. The ENL teacher and Co-teachers create formative assessments and review student work/tasks which align with the CCLS. The ENL teacher conducts 3 assessments throughout the year – initial, mid-year and final – in order to assess the students in reading, writing, listening as well as speaking. These assessments serve to inform instruction and record progress. On-going informal assessments are also created collaboratively with teachers in all modalities of English acquisition throughout the year to identify strengths and weaknesses and to modify or differentiate instruction as necessary. We use formative and informative assessments created by the ENL teacher to assess the four language skills.

6. How do you differentiate instruction for each of the following ELL subgroups?
 a. SIFE
 b. Newcomer
 c. Developing
 d. Long Term
 e. Former ELLs up to two years after exiting ELL status
 a. SIFEs are students with interrupted, little or no formal education who are at least 2 academic years behind their age group. We currently have no students who are SIFE. Our plan for future SIFEs is to provide academic intervention services as an extension of the regular school program with both push-in and pull-out services.

M a k i n g a n i n d i v i d u a l i z e d s t u d e n t n e e d s a s s e s s m e n t .

C r e a t i o n o f a n A l S p l a n f o r t h e s t u d e n t w i t h a f o c u s o n t h e m a t t e r s c o m p o n e n t s .

G r a d e a p p r o p r

i a t e i n s t r u c t i o
n a l s u p p o r t m a t
e r i a l s .
 D i f f e r e n t i a t i
o n o f i n s t r u c t i
o n i n a l l a r e a s
.
 E n c o u r a g e s t u
d e n t t o p a r t i c i
p a t e i n a f t e r s
c h o o l n a t i v e l a
n g u a g e l i t e r a c y
p r o g r a m .

b. When a newcomer is registered in our school, we provide the following resources to facilitate the transition.
 A n i n f o r m a l s
t u d e n t o r i e n t a t
i o n
 B u d d y s y s t e m
i d e n t i f y i n g a s
i m i l a r s t u d e n t
i n h i s / h e r c l a s s
s t h a t w i l l a s s
i s t d u r i n g t h e
d a y .
 A n i n f o r m a l a
s s e s s m e n t i s p r
o v i d e d t o i d e n t
i f y p o s s i b l e A c
a d e m i c l n t e r v e n
t i o n s e r v i c e s .
 H o m e / s c h o o l
c o m m u n i c a t i o n l
 A f t e r - s c h o o l
s e r v i c e s t o p r o
v i d e s m a l l - g r o u
p i n s t r u c t i o n .
 N a t i v e - l a n g u a
g e s u p p o r t
 S a t u r d a y A c a d
e m y p r o g r a m f o r
t e s t i n g g r a d e s
a n d s t u d e n t s i n
y o u n g e r g r a d e s
w h o c a n b e e f f i t
f r o m t h i s s e r v i
c e .
 E n c o u r a g e s t u
d e n t t o p a r t i c i
p a t e i n a f t e r s
c h o o l n a t i v e l a
n g u a g e l i t e r a c y
p r o g r a m .

c. Developing ELLs:
 S m a l l g r o u p a
n d d i f f e r e n t i a t

ed in student records to inform
 them. A further assessment will
 be conducted to determine
 needs. Personnel
 should provide instruction
 Encourage students to
 participate in after school
 programs, target English
 Language Acquisition Methods, write
 and emphasize assignments
 regularly. Monitor
 progress of students and
 conduct interviews for
 literacyacy needs.
 Saturday program at Acad
 enrichment activities
 emphasize skills.

d. Long term ELLs are ELLs who have been unable to achieve English proficiency on the NYSESLAT after their 6th year of ELL services. We currently have no Long Term ELLs. Our future action plan for this group involves:

An assessment will
 be performed, target
 assignments will be
 Monitor
 progress of students and
 conduct interviews for
 literacyacy needs.
 All students will
 be provided with
 E NL, during the day to enrich their language and academic skills.

e. Our policy for former ELLs (up to two years after exiting the ENL program) is:
 - 90 minutes of Integrated ENL study weekly
 Communicate with E NL teacher and classroom teachers to monitor
 former ELLs' progress and academic standing.
 Appropriate

e s t i n g , a c c o m m o d
a t i o n s , i n c l u d i
n g e x t e n d e d t i m
e a n d s e p a r a t e
l o c a t i o n f o r t h
e f i r s t t w o y e a
r s a f t e r t e s t i n
g p r o f i c i e n t o n
t h e N Y S E S L A T .
 A f t e r - s c h o o l
a s w e l l a s S a t u
r d a y A c a d e m y s e
r v i c e s i n o r d e r
t o s u p p o r t E L A
a n d m a t h i n s t r u
c t i o n .

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent’s notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. However, in order to ensure that he student's academic progress is not adversely affected by the re-identification, the student will receive after-school services which includes small group instruction as well as Saturday Academy if available and app. Student progress will be monitored by the classroom as well as ENL teachers and additional supports will be provided as necessary.

8. 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?

Teachers of ELLs and SWDs use a variety of instructional strategies and grade-level materials that both provide access to academic content areas and accelerate English language development. These include:

B r e a k i n g o b j e
c t i v e s d o w n i n t
o s m a l l e r s t e p s .

S i m p l i f y i n g d
i r e c t i o n s t o e n
s u r e t h a t t h e s
t u d e n t s u n d e r s t
a n d w h a t i s t o
b e d o n e .

P r e s e n t i n g m a
t e r i a l s , d i r e c t
i o n s , a n d i n f o r
m a t i o n u s i n g m u
l t i p l e m o d a l i t i
e s : v i s u a l , a u d
i t o r y , a n d t a c t
i l e o r k i n e s t h e
t i c i f p o s s i b l e
a n d appropriate.

U s e o f T P R (T
o t a l P h y s i c a l R
e s p o n s e) t e c h n i

q u e s .
 U s e o f Guided Reading for at-risk students.
 U s e o f l e v e l e
d l i b r a r i e s t o
p r e s e n t c o n t e n t
a r e a m a t e r i a l o
n t h e r e a d i n g l
e v e l a p p r o p r i a t
e f o r t h e s t u d e
n t

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

P.S. 44 exercises curricular, instructional, and scheduling flexibility in order to meet the diverse needs of ELLs and SWDs within the least restrictive environment. These needs are met through:

M a t c h i n g g r a d
e a p p r o p r i a t e m
a t t e r i a l t o t h e
s t u d e n t ' s r e a d i
n g l e v e l t o e n s
u r e a c c e s s t o g
r a d e - l e v e l c u r r
i c u l u m .

T e a c h e r s w i l l
s u p p l e m e n t t h e
r e g u l a r c u r r i c u
l u m w i t h e x t r a
m a t e r i a l s a s n e
e d e d i n o r d e r t
o m e e t t h e n e e d
s o f a l l l e a r n e
r s .

R e l a t e d S e r v i
c e s p r o v i d e r s a
s w e l l a s t h e E
N L t e a c h e r w i l l
u s e a c c o m m o d a t i
o n o f t h e p u s h -
i n / p u l l - o u t m o d
e l s o f i n s t r u c t
i o n d e p e n d i n g o
n t h e n e e d s o f
t h e s t u d e n t s .

R e l a t e d S e r v i
c e s p r o v i d e r s a
n d t h e E N L t e a c
h e r w i l l c o l l a b
o r a t e w i t h t h e
c l a s s r o o m t e a c h
e r s i n o r d e r t o
a l l i g n i n s t r u c t i
o n a n d t h e r e f o r
e c r e a t e a w e b
o f s u p p o r t f o r
t h e s t u d e n t s .

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|---|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 2 units of study <i>per week</i> (360 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| TOTAL | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 3 units of study <i>per week</i> (540 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/Content Area (90 min.) | 1 unit of study in ENL/Content Area (180 min.) | |
| FLEXIBILITY | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL | 540 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| AWARDING CREDITS | <u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | <u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

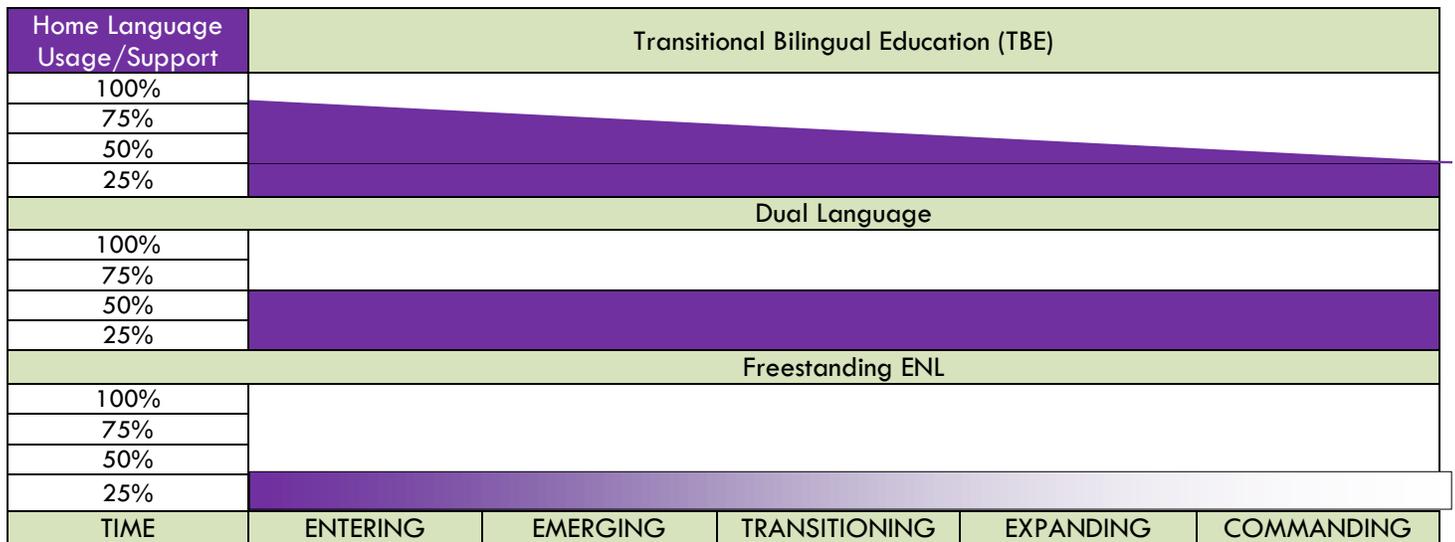


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. All ELLs are provided with after-school as well as Saturday Academy services, if available, in order to support ELA and math instruction. Studies have shown that proficiency in the native language aids in the acquisition of a second language. Therefore, all Spanish speaking ELLs, especially those who have never attended a Spanish language school, are encouraged to attend an after school NLA program. Students with a variety of home languages are encouraged to attend home language arts programs if such programs are available. Additionally, it is suggested that ELLs in grades 3-5 participate in after school programs geared to grade appropriate curricula and standardized exams. All plan is to include all ELL's in grades 3-5 (a total of 3 ELL's).

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. According to NYSESLAT data, ELLs have been making incremental gains as they progress through the grades. Total scores are higher each year and students tend to move up a level (i.e. from beginner to intermediate). Scores from the 2015 NYSESLAT indicates that the trend is that the students performed the highest in the Listening and Speaking modalities, and the lowest in the reading and writing modalities. This analysis indicates that instruction should be focused on reading and writing modalities across grade levels to improve student achievement. The main focus will be vocabulary development, academic language and writing. When the ENL teacher communicates with their classroom teachers, it is reported that former ELLs at P.S.44 make steady academic gains, progress alongside their peers and perform well on state exams. The ENL program is aligned to the Common Core and a shift has been made to reading non-fiction, which prepares students for the type of texts they will encounter in their classrooms. Tier 1, 2 and 3 vocabulary words (common words, academic words and content-specific words) are also introduced during the study of these texts and introduces ELLs to the content-area language they will be exposed to in their classrooms.

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

The following improvements will be made for the coming school year:

Content instruction received through the Common Core Standards.

The instruction provided to all English Language Learners through the ENL program.

Making non-fiction content focus through the ELA standards - reading and writing the new literature pieces.

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

No programs will be discontinued.

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

Any programs available to monolingual students in the school are also available to ELLs. P.S.44 has several partnerships which enrich the lives of our students including Material for the Arts. Instrumental music, Engineering and Math (STEM) as well as Society of the Educational Arts (SEA) are also supplemental services offered during school hours. ELLs are also encouraged to participate in extracurricular activities. P.S. 44 offers an After-School Enrichment program for all students. The program offerings include: drama, chorus, track and field, basketball, and swimming for all students in grade 2. Saturday Academy provides additional academic support for students.

Spanish - speaking individuals provide ongoing support.

c a l l t h e p a r e n t s
 o f E L L s t o e n c o u
 r a g e E L L p a r t i c i
 p a t i o n i n a f t e r
 s c h o o l p r o g r a m s .
 F a m i l y C e l e b r
 a t i o n s : T h r o u g h o
 u t t h e y e a r , p a r
 e n t s c o m e t o t h e
 s c h o o l t o t a k e p
 a r t i n c o m m u n i t y
 c e l e b r a t i o n s i n c
 l u d i n g t h e

Marcus Garvey Feast, Craft Night, Career Night, Spirit Week and Black History Month Celebration. At these events, the school and community can come together to recognize student achievements in arts and academics.

T r a n s l a t i o n a n
 d l i n t e r p r e t a t i o n
 S e r v i c e s : T h e s e
 s e r v i c e s a r e o f f
 e r e d t o i n c r e a s e
 t h e i n v o l v e m e n t
 o f l i m i t e d E n g l i s h
 s p e a k i n g p a r e n t s .
 a r e n t s .

The DOE Translation and Interpretation Unit is utilized for parents

who speak a language other than English.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

In order to ensure that all ELLs are held to the same high expectations established in the Common Core Standards, ELLs are given the same learning opportunities and the same quality instructional materials the mainstream students use. The instructional materials that are used are appropriate for teaching ENL and are sensitive to the language and culture of the students. Along with using the "Common Core ELA Standards" and "The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL," the ENL teacher integrates and scaffolds skills and strategies in the Reading and Writing curricula. An array of materials, both print and non-print, on a variety of levels are used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for math, science and social studies), and computer based programs allow for differentiated instruction. During after-school, students performing at levels 1 and 2 on the NYS ELA or Math assessments use materials which specifically target the areas in which help is most needed. In ENL, students have access to such websites as www.starfall.com, www.pbskids.org and www.britishcouncil.org/kids. The Reading Eggs program, an interactive online program which supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate, was purchased for use by the ENL program. This program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success.

In the ELA program, Ready Gen as well as Good Habits: Great Readers, a guided reading program, are used.

Go Math, as well as exemplar performance tasks, are used for mathematics. Additionally ELLs, if literate in their native language, are provided with word-to-word glossaries for use in the content areas.

Materials for Science include Harcourt. Students are engaged in hands-on scientific exploration in classrooms and with a science cluster teacher. Students also have access to non-fiction science libraries.

Materials for Social Studies include Harcourt as well as trade books, primary source documents and word to word glossaries for students literate in their native languages. Students have access to non-fiction texts in their classroom libraries.

The Freestanding ENL program has begun using the National Geographic Reach program. Students performing at level 1 and 2 in literacy receive targeted reading instruction. Students who are emergent/beginner readers or have difficulty decoding use Foundations as well as Month-by-Month Reading and Writing.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Although the classroom and ENL teachers only use English for instruction, the student is provided native language support when the goal of the instruction is for the student to understand a concept or strategy. Classroom teachers who speak the native language are encouraged to provide native language support to their ELLs whenever appropriate and possible. English is used for instruction when language acquisition is the target. For example, when it important that the student understands the literacy skill to pay attention to how the character feels, the student is provided with a translation. However, when the goal is for the student to acquire the vocabulary of character feelings, instruction is provided in English and supported with visual diagrams or dramatic

contextualization. Additionally, the students will express themselves in the language that would best support the lesson goal. For example, when the target is reading or writing stamina, the student will read or write in the language in which they can be most independent. However, when the task is to talk about their favorite part of a Read Aloud, they will listen to their English proficient partners modeling dialogue and reuse the language structures to express themselves in English, or may have accountable talk with a classmate who shares the same home language. Other native language supports include a bilingual library in the ENL classroom, bilingual dictionaries and use of a buddy system in which one student is able to translate information into the home language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

When ELLs are serviced in the ENL classroom, the teacher abides by the ELA Common Core State Standards for the appropriate grade level as well as collaborates with the classroom teachers in order to support the students in their areas of highest need. We recognize that it is very important to have grade appropriate content for any level reader of every age. We have High-Interest Low-Level libraries in every classroom.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

When students are registered over the summer, a staff member takes the family on a tour of the building and has an informal orientation touching on topics such as school policies, school uniform and necessary supplies. The parent and student have the opportunity to ask questions and meet the teacher if he or she is present. During the school year, a newly enrolled ELL will have a buddy assigned to him/her who will ease the new student into the flow of the day as well as the culture of the school. This buddy system is set up by the ENL teacher in collaboration with the classroom teachers.

19. What language electives are offered to ELLs?

No language electives are offered.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Workshops taken by teachers who teach ELLs include:

- Integrating STEM Across the School Community
- Integrated Curriculum Planning
- Close Reading
- The Essentials of Conferring with Young Writers
- Universal Design for Learning
- Project Based Learning/Enhancing Social Studies Curriculum Through the Arts

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Workshops which support teachers as they engage ELLs in the Common Core Learning Standards include:

- Common Core Literacy
- Getting it Right: Differentiating Instruction for All Learners
- Language Acquisition: Learning to Learn

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor holds individual meetings with parents whose children are preparing for middle school. These meetings include information on the culture of middle school as well as organizational and time management skills. The meeting also serves to calm the fears of the parents as their children make this important transition. In order to support the guidance counselor as well as the families of ELLs, the ENL teacher ensures that translators are available during the meeting if requested by the parent in order to allow the guardian to have access to this important information in their home language.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

According to CR Part 154.2 ENL teacher and bilingual teacher will 50% of professional development related to language teaching. All other teachers will receive 15% of professional development in the same field (language instruction). The ENL teacher attends several profession development sessions throughout the year, provided by the Brooklyn Borough Center and Division of English Language Learners Citywide, in order to ensure that the school meets the professional development requirements as per CR Part 154. These professional development opportunities include Reading and Writing Nonfiction for ELLs: Scaffold for Success, a three day cohort. Teachers are also provided with professional development sessions focusing on ELLs including Response to Intervention (RTI) and Systematic and Differentiated Classroom Instruction - two sessions which focused on engaging ELLs and SWD in classroom instruction and discussion. Attendance is taken at each professional development and filed in a binder and maintained in the Principal's office. In answering question 1, content based and ELL professional development for all school personnel include topics such as: Differentiated Instruction: Using the Bilingual Common Core Language Progression & NYSESLAT Data; What is Different about an IEP for an English Language Learner; Bilingual Special Education Instructional Strategies - Elementary; Analyzing and Evaluating Student Data; Implications on Teaching Practice; Using Questioning and Discussion Techniques: Blooms/ DOK; Close Reading text to Increase Rigor and Comprehension through Listening, Speaking, and Writing; Number Talk: Building Content Knowledge of the Common Core Learning Standards; Project Based Learning: Inquiry Process, Looking Closely at Students' Writing in Social Studies; Enhancing Social Studies Through the Arts; The Art of Conferring in Various Content Areas; Response To Intervention: RTI Structures; Avoiding Pitfalls in the RTI Assessment Systems; Universal Design for Learning; Balanced Literacy and Teachers College curriculum; Six Steps to Specially Designed Instruction: Making Adaptions in Inclusive Classrooms; Strengthening Students' Accuracy, Efficiency and Flexibility with Mental Math Computation; Integrated Project Based Learning Through STEM Using Mech-Animations; and Social/Emotional: Building Healthy Relationships among Students through the Sanford Harmony Program.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Under the new teacher contract, Tuesday afternoons are scheduled parent meeting times. A letter will be sent out to all parents of ELLs at the beginning of the school year welcoming them and their students to the program. The letter will include the weekly time set aside for parent meetings should a parent request it. Meetings, if scheduled beforehand, can be held at other times during the week if the Tuesday time is not convenient to the parent/guardian. The ENL teacher has an open door policy and parents can stop by before or after school throughout the year to discuss any concerns and ask questions. If a parent/guardian should need translation services, meetings are scheduled during a time when a translator is available. Any other language needs are met through the DOE Translation and Interpretation Unit. ---- Answer to question # 2 below now follows. The ENL teacher or the Assistant Principal (N. Holder) is in charge of all parent outreach to ensure parent needs are accommodated which includes in scheduling person meeting, keeping minutes of the meeting, phone calls, and all correspondence.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The Principal as well as the Parent Coordinator organize a myriad of workshops for parents throughout the year such as "Parents as Math Partners," "Parents as Reading Partners," "CCSS Expectations," as well as test-prep workshops. The Principal and Parent Coordinator also offer extended series workshops for parents including the Nutrition Workshop in partnership with Cornell University after which parents graduated with a certificate, technology workshops, as well as a HIV/Aids Awareness workshop after which parents also graduated with certificates. Parents are invited to be active participants in their children's education through monthly newsletters. Teachers hold curriculum orientations and translators are made available for parents requesting the services. Parents are welcome to volunteer in the classroom. The Principal, Ms. James, also has monthly Town Hall meetings to keep parents abreast of school news and addresses any concerns the parents may have. There are also many fun activities for families throughout the year which boost school spirit and create a sense of community with the school. These include Craft Night, movie nights as well as a Parent Social.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
P.S. 44 partners with several Community Based Organizations in order to provide workshops, services, and enrich the lives of our students, parents, and community. Such partnerships include Material for the Arts, Cornell University, Circle of Security, Caribbean Women, Woodhull Hospital, Black Men Who Care, and the Health Department.

5. How do you evaluate the needs of the parents?

Parent surveys are circulated at the beginning of each school year. These surveys collect data on the workshops parents would like to see provided, the resources that they need in order to help their children succeed as well as what the parents feel they can contribute to the school. Also, as teachers get to know their students and the parents of their students, teachers make recommendations for workshops and services. Parents are also able to voice their concerns and express their needs during the PTA meetings.

6. How do your parental involvement activities address the needs of the parents?

Using the requests and forms from parents and feedback from staff and teachers, we provide the support that parents need for their personal growth as well as what they need to support their children as successful learners, including workshops on helping with homework, using technology as educational tools, math, learning styles and exam support.

D. Additional Information

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

Part VI: LAP Assurances

School Name: Marcus Garvey

School DBN: 13K044

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------|---|-----------|-----------------|
| Roxanne James | Principal | | |
| Nichele Holder | Assistant Principal | | |
| Cheryl Williams | Parent Coordinator | | |
| | ENL/Bilingual Teacher | | |
| Angelica Crespo | Parent | | |
| Ana Vedrine | Teacher/Subject Area | | |
| Marsha Pierre | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| Ivy Clarke | School Counselor | | |
| | Superintendent | | |
| | Borough Field Support Center Staff Member _____ | | |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **13K0** School Name: **Marcus Garvey**
Superintendent: **Barbara Freeman**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language. There are currently 16 ELLs at P.S.44. One parent has requested information to be sent in Bengali. Otherwise, no other parents have requested information to be sent home in a language other than English. However, the DOE Translation and Interpretation Unit will be utilized if a parent/guardian should request these services. This was indicated on the HLIS as well as confirmed orally by a pedagogue who speaks the parents' home language. During parent orientation, the parents provide requests for language preference and they document their language preference on the emergency contact cards. Parent surveys are distributed in Bengali, the language requested, as well as English which has been requested by the parents. The ATS Report of Preferred Languages is updated regularly in order to maintain accurate information on parent language choices (RAPO ATS Report). Parent Blue Cards are also updated regularly to keep parent language choices current. Parent surveys are given out by the parent coordinator in order to maintain accurate data on parent language choices. Teachers also send home surveys by backpack or during parent conferences in order to collect parent data by class/grade. A report is generated using a variety of data sets in order to regularly update the languages that parents speak by class and/or grade.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Approximately ninety-seven percent of the school's population reports English as the primary language. The remaining three percent speak Arabic, French, French-Haitian Creole, Spanish, Fulani and Bengali. The school's demographic is made available on the school's official DOE website and is periodically reported in our school's newsletter. Teachers whose parents have elected to receive information in their home language have had this information communicated to them by the ENL teacher/coordinator. One parent has requested information sent in Bengali. This was indicated on the HLIS. All other language needs are met through the utilization of the DOE Translation and Interpretation Unit.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents which are distributed to parents/guardians and require translations are: annual handbooks, parent-teacher conference announcements, ELL parent orientation information letters, NYSESLAT testing notification and calendar, other NYS testing dates, curriculum overview, ELL entitlement and non-entitlement letters, as well as letters from the school leadership. Curriculum information is sent at the beginning of the school year. Testing dates and calendars are provided as soon as they become available in order to allow parent/guardians to prepare themselves as well as their children for upcoming events. Parent's Bill of Rights are distributed as they become available to the school. School announcements, after school program information, general overview of student curriculum and letters from school leadership is translated in order to keep all parents aware and engaged on all school matters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

P.S. 44 holds four parent conferences throughout the school year. The first, in September, introduces parents to their children's new grade and provides curriculum information. The next three, held in November, March and June are focused on student progress and grades. The ENL teacher holds a parent orientation for any newly enrolled ELL parent/guradian as well as separate meetings for individual ELL parent/guardians throughout the year. Teachers communicate with parents throughout the year in order to address questions/concerns ad well as any possible issues in or outside of the classroom. If necessary, the guidance counselor will also be present during such meetings. In addition to these meetings, a designated one to one parent conference will take place annually in order to provide updates on student progress as mandated by CR Part 154.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

If a parent indicates on the HLIS or communicates to a staff member that they would like to receive any forms from the school in their home language, P.S. 44 is sure to meet these needs. The school will provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation. The translation of the documents will be completed by the Translation and Interpretation Unit. A current roster of bilingual staff is maintained and updated regularly. A designated staff member will obtain documents and contact the Translation and Interpretation Unit to provide timely written translation services for designated parents. The services will be documented to ensure timely provision of translated documents to parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

If a parent who has requested translation services visits or calls the school, a teacher who is proficient in the home language will be made available to translate between school staff and the parent. If a staff member who speak the parent's home language is not available, the DOE Translation and Interpretation Unit will be contacted and asked to take part in the meeting via telephone. There are currently school staff members that are proficient in Spanish and French- Haitian Creole and are able to support translation and interpretation services for the parents. A current roster is maintained and regularly updated in order to access bilingual staff that can be called upon to provide interpretation services for parents.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator (LAC) has created articulation sheets informing teachers about the Translation and Interpretation Unit's services. Staff has been made aware of the LAC's role in the coordination of parent language needs and has been notified to contact the LAC and document the language needs of parents regularly. should any such needs occur. Staff members are provided with information on the use of translation services and over the phone interpretation services at faculty conferences twice a year. The Translation and Interpretation Language ID Guide and Language Palm Card are distributed at these sessions. These professional development sessions exclusively target translation and interpretation services for parents of English Language Learners. All teachers and school staff members are given copies of the "I Speak...." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

P.S. 44 has a multilingual welcome poster hanging in the main entrance to the school building so that everyone that enters the building is aware of language assistance services. Language I.D. guides are kept in at the security office as well as the main office. Information for parents on the N.Y.C.D.O. E.'s translation and interpretation services are available in 10 languages, and is kept at the security desk and main office. Parents' Bill of Rights are sent to the school in a variety of languages and they are distributed upon arrival to all parents who have indicated a preferred language other than English. Here at P. S. 44 the school staff are aware of language assistance services provided by the school by using data (ATS Reports, Blue Cards and Surveys), updated roster of bilingual staff and The Translation and Interpretation Unit Services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of services. The ENL teacher also meets individually with all parents/guardians of ELLs and can then also ascertain the needs and concerns that they may have. After such meetings, the ENL teacher confers with the parent coordinator and/or the classroom teachers in order to discuss the needs of the parents/guardians and students. In order to gather feedback from parents, we are creating a focus group of multilingual and multicultural parents to discuss their needs and the needs of their children. We can obtain information to inform our practices in order to improve the quality and availability of services we provide to parents and students.