

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R044

School Name:

P.S. 044 THOMAS C. BROWN

Principal:

JOSEPH MILLER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Thomas C. Brown School Number (DBN): 31R044
Grades Served: PreKindergarten through Grade Five
School Address: 80 Maple Parkway, Staten Island, NY 10303
Phone Number: 718-442-0433 Fax: 718-442-2323
School Contact Person: Sarah L. Hamilton Email Address: Shamilton5@schools.nyc.gov
Principal: Mr. Joseph A. Miller
UFT Chapter Leader: Mrs. Cynthia Panarella
Parents' Association President: Jessenia Benitez
SLT Chairperson: To Be Determined
Title I Parent Representative (or
Parent Advisory Council
Chairperson): To Be Determined
Student Representative(s): N/A
N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: 31 Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace, Room 304
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 718-556-8310 Fax: 718-556-8333

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)
Joseph A. Miller	*Principal or Designee	
Cynthia Panarella	*UFT Chapter Leader or Designee	
Jessenia Benitez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
To Be Determined	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Oriana Julian	Member/ Parent	
Jackie Srebrenick	Member/ Parent	
Tiease Ammamoo	Member/ Parent	
Deidre Newsome	Member/ Parent	
Marisol Cruz	Member/ Parent	
Wendy Payne	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Jimenez	Member/ Teacher	
Kristen Giunta	Member/ Teacher	
Michael Ricarrdelli	Member/ Teacher	
Jacqueline Paite-Conyers	Member/ Teacher	
Pamela O'Donnell	Member/ Teacher	
	Member/	

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.

Public School 44, the Thomas C. Brown School, is located in the Mariner's Harbor section of Staten Island. PS 44 is a reflection of the diverse, low income community that it serves. PS 44 (Thomas C. Brown) is an Elementary school with 943 students from Pre-Kindergarten through Grade Five. The school population comprises 46.0% Black, 50.0% Hispanic, 2.0% White, and 2.0% Asian students. The student body includes 8.0% English Language Learners and 34.0% Students with Special Needs. Public School 44 has initiated and developed a highly successful Dual Language program. The school proudly offers ICT Dual Language and boasts the only Pre-Kindergarten Dual Language Program in District 31. Our school mission statement articulates that all students will be supported in the acquisition of the requisite skills necessary for continued emotional and academic success. The students of Public School 44 will complete their formative years with an understanding, tolerance and appreciation for socially and academically diverse people. The school intends to create a safe, inclusive and instructionally challenging environment. Our school family (parents, teachers, and staff) will help to develop literate and socially responsible young people while respecting **every** child's right to be educated in their community school regardless of their special need(s). Our strategic partnerships / collaborations with the Cartoon Network, National Basketball Association (NBA), Staten Island Mental Health, Calvary Church, Sundog Theater, The Alice Austen House, and Marquis Studios are aligned to support our school's mission. We are currently participating in Port Richmond High School's Community School Initiative. Public School 44 also provides free after-school programs for 200-250 students through partnerships with the YMCA and United Activities Unlimited (UAU). We are also hosting a summer camp program at PS 44 for 150 students. As a result of continued advocacy, we have restored our Summer Meals Program.

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

Although Public School 44 has maintained momentum in the area of student progress, we continue to face challenges in the area of student performance in English Language Arts and Mathematics. 11% of our students met State standards on the Spring 2014 State English Language Arts test. 15% of our students met State standards on the Spring 2014 State Math test. We continue to focus on the implementation of school-wide best practices such as collaborative teaching, a constructivist approach to instruction, and reflective practice.

Student progress remains the area that has demonstrated the most growth. More specifically, we see consistent growth among our English Language Learners (ELLs) on the State Math exams and on the New York State English as a Second Language Test (NYSESLAT). Results from the most current Title III AMAO Tool indicate that our ELLs are on track to meet AYP through the year 2015. Our key area of focus for the current school year are in alignment with the Capacity Framework and represent the necessary next steps in order to support student achievement.

Those key areas are:

- Structured Response to Intervention (RTI) Program (5A)

- Annual student attendance rate and reduction of students designated chronically absent (5B)
- Establishing and Maintaining Inquiry Teams (5C)
- Deepening Knowledge of Danielson's Framework for Teaching (5D)
- Increasing Parent / Guardian Involvement (5E)

31R044 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	941	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
				N/A
School Composition (2013-14)				
% Title I Population	91.0%	% Attendance Rate		89.5%
% Free Lunch	90.9%	% Reduced Lunch		3.5%
% Limited English Proficient	7.6%	% Students with Disabilities		31.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		41.3%
% Hispanic or Latino	50.4%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White	1.7%	% Multi-Racial		3.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)		3
# 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)		2.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4		15.2%
Science Performance at levels 3 & 4 (4th Grade)	64.5%	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		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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	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.

On the Spring 2015 administration of the New York State English Language Arts test:

- } Of the 134 students who were tested as third graders , 47 students did not meet the promotional criteria
- } Of the 140 students who were tested as fourth graders , 33 students did not meet the promotional criteria
- } Of the 110 students who were tested as fifth graders , 24 students did not meet the promotional criteria

On the Spring 2015 administration of the New York State Mathematics test:

- } Of the 127 students who were tested as third graders , 50 students did not meet the promotional criteria
- } Of the 141 students who were tested as fourth graders , 41 students did not meet the promotional criteria
- } Of the 115 students who were tested as fifth graders , 24 students did not meet the promotional criteria

Our needs assessment has been guided by the Framework for Great Schools element of Rigorous Instruction. Within this element of Rigorous Instruction, we utilized the most current available data from the Spring 2015 administration of the New York State ELA and Math Exams. We will refine our needs analysis as more data becomes available to us.

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.

In the 2015-2016 school year, students who need extra support literacy and/or math will be identified and placed into a structured RTI program by teachers who will engage in specific intervention activities that will result in a 3% or greater increase in the students’ proficiency levels in Literacy and/or Math.

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>The creation of a free-standing RTI program that provides Tier II interventions in literacy.</p>	<p>All students in need of Tier II interventions in literacy as identified by performance on the TCRWP running records.</p>	<p>October 2015 through June 2016</p>	<p>Classroom teachers will analyze student data and will then provide the names of students in need of Tier II interventions to their grade Assistant Principals and to the teachers who provide Tier II and literacy interventions outside of the classroom.</p>
<p>The structuring of instruction to allow for Tier II interventions in Math.</p>	<p>All students in need of Tier II interventions in Math as identified by performance on GoMath assessments.</p>	<p>October 2015 through June 2016</p>	<p>Classroom teachers will analyze student data and will then implement Tier II interventions in Math within their classrooms. Administrators will oversee the Tier II interventions in Math on the grades they supervise.</p>
<p>The administrative team will review student data from literacy and Math assessments in order to:</p> <ul style="list-style-type: none"> } Identify grade-wide and school-wide trends } Identify strategies that will support ELLs and Students with Special Needs 	<p>All students in need of Tier II interventions in either literacy and/or Math.</p>	<p>October 2015 through June 2016</p>	<p>The Principal and the Data Specialist will collaborate with the Assistant Principals.</p>
<p>The Core RTI Team will review student data from the Tier II interventions to determine what the next steps are for the student:</p>	<p>All students who receive RTI.</p>	<p>October 2015 through June 2016</p>	<p>The RTI teachers, SETSS teachers, the Data Specialist, and the Assistant Principals will meet to review the student data and to make decisions based on that data.</p>

} Remain in RTI for another round of Tier II intervention			
} Move out of RTI (based on improvement)			

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 :

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

Instructional Resources :

- Wilson Program
- Foundations Program
- GoMath RTI Program

Schedule Adjustments :

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

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		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.

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

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

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

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

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

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

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

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

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

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

Part 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.

After three years of growth in our annual attendance rate, in the 2013-2014 school year, our attendance rate dipped to a low of 89.61%.

Currently, we have a school-to-date attendance rate of 91%. Our school maintains a culture of mutual trust between the parents / guardians, teachers, and students. Our school survey from 2013-2014 indicates that 93% of the parent respondents were satisfied with the school’s culture. This mutual trust is important because when a student is in danger of becoming chronically absent (missing more than 20 days of school), the teachers and parents / guardians are able to work together to resolve the family issues that impact student attendance.

Our preliminary needs assessment has been guided by the Framework for Great Schools element of Supportive Environment. Within this element of Supportive Environment, we utilize data that is available via the Principal’s Portal and via ATS.

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.

In the 2015-2016 school year, the attendance rate will continue to move towards a rate consistent with the Chancellor’s targeted attendance rate (for elementary schools) which will reduce the chronic absenteeism rate by at least 5%.

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>Teachers will take morning and afternoon attendance, and will post a sign on the classroom door each day that there is 100% attendance.</p>	<p>All students who attend PS 44</p>	<p>September 2015 through June 2016</p>	<p>Classroom teachers will take the attendance, and a school aide will scan the attendance. Each Assistant Principal is responsible for ensuring that attendance is taken on the grades that they supervise.</p>
<p>The grade Assistant Principals will monitor the daily, weekly, and monthly attendance for the grades that they supervise.</p>	<p>All students who attend PS 44.</p>	<p>September 2015 through June 2016</p>	<p>Each Assistant Principal is responsible for monitoring the attendance of the students on the grades that they supervise and for ensuring that the proper outreach is conducted to families of chronically absent students.</p>
<p>By utilizing the Chronic Absent Attendance Tool, the Attendance Team will meet each week to identify, discuss, and provide next steps for students who are in danger of becoming chronically absent or who are chronically absent.</p>	<p>Students who are at risk of becoming chronically absent and students who are chronically absent.</p>	<p>September 2015 through June 2016</p>	<p>The Attendance Team is responsible for looking at student attendance data and referring specific students to the Attendance Officer for further action. This will be overseen by the grade Assistant Principals.</p>
<p>The Attendance Team will work with the PTA, the Parent Coordinator, and the teachers to conduct outreach to chronically absent students and to provide daily and weekly incentives for all students to attend school.</p>	<p>Students who are at risk of becoming chronically absent and students who are chronically absent.</p>	<p>September 2015 through June 2016</p>	<p>The Attendance Team will coordinate efforts to establish and implement an attendance incentive plan. This will be overseen by grade Assistant Principals.</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 :

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

Schedule Adjustments :

- Assemblies to promote attendance

Part 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		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.

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

Maintenance of Current Attendance Rate : Our goal is to maintain our current attendance rate of 93%. If we are able to maintain an attendance rate of 92% to 93% by March 01, 2016, then we will consider ourselves to be on track for an end-year attendance rate of 93%.

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

Part 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.

PS 44 supports the creation and maintenance of Inquiry Teams that embrace a constructivist approach, collaborative teaching, and reflective practice. Our most recent Quality Review (2014-2015) indicates that the connection between instruction and assessment needs to become stronger. The information that the assessments provide about student progress needs to be more strongly incorporated into instructional next steps for our students.

The results from the 2013-2014 School Survey indicate that 51% of teacher respondents strongly agreed with this statement: “Teachers in my school work together on teams to improve their instructional practice.” An additional 47% of teacher respondents agreed with the same statement.

Our preliminary needs assessment has been guided by the Framework for Great Schools element of Collaborative Teachers.

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.

In the 2015-2016 school year, teachers and administrators will meet in grade level Inquiry Teams to conduct an item analysis of the GoMath End of Unit Tests and the ReadyGEN End of Unit Tests once a month resulting in at least a 20% increase in instruction that is designed to address the students’ specific needs.

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?
Teachers and administrators will meet in grade level inquiry teams to conduct an item analysis of the GoMath End of Unit tests.	All students	September 2015 through June 2016	Teacher teams on grades Pre-K through Five will meet to conduct the item analysis. Administrators will oversee the various teacher team meetings.
Teachers and administrators will decide on the instructional next steps based on the item analysis from the GoMath End of Unit tests.	All students	September 2015 through June 2016	Teacher teams will decide on the next instructional steps for their students. Administrators will provide support to the teachers.
Teachers and administrators will meet in grade level inquiry teams to conduct an item analysis of the ReadyGen End of Unit tests.	All students	September 2015 through June 2016	Teacher teams in grades PreK through Five will meet to conduct the item analysis. Administrators will oversee the various team meetings.
Teachers and administrators will decide on the instructional next steps based on the item analysis from the ReadyGen End of Unit tests.	All students	September 2015 through June 2016	Teacher teams in grades PreK through Five will meet to conduct the item analysis. Administrators will oversee the various team meetings.

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.
<u>Human Resources :</u> <ul style="list-style-type: none"> • Classroom Teachers to meet as a grade • Cluster Teachers will meet with one of the grades that they teach • Related Service Providers will meet with each other to analyze trends across their data • Administrators to meet with the grades they supervise <u>Instructional Resources :</u>

- End of Unit GoMath Tests
- End of Unit ReadyGen Tests

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		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.

Progress toward this goal will be measured by teacher participation in the Collaborative Assessment Conference as a way to look deeply at student work. The Collaborative Assessment Conference will take place

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.

A review of the observation data pulled from Advance, and aligned to the Danielson Framework, revealed that for the 2014-2015 school year, teachers received at least one rating at each of the following levels in the competencies listed below:

3b: Using Questioning and Discussion Techniques

- 4% of teachers were given a Highly Effective
- 78% of teachers were given an Effective
- 17% of teachers were given a Developing
- 1% of teachers were given an Ineffective

3c: Engaging Students in Learning

- 8% of teachers were given a Highly Effective
- 82% of teachers were given an Effective
- 9% of teachers were given a Developing
- 1% of teachers were given an Ineffective

3d: Using Assessment Instruction

- 5% of teachers were given a Highly Effective
- 84% of teachers were given an Effective
- 10% of teachers were given a Developing
- 1% of teachers were given an Ineffective

There is a tightened focus on the way that the Danielson Framework is being used to drive conversations and evaluations of instruction.

Our preliminary needs assessment has been guided by the Framework for Great Schools element of Effective School Leadership. Within this element of Effective School Leadership, we have utilized observation data pulled from Advance.

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.

In the 2015-2016 school year, the administration will provide support to the teachers through frequent classroom visits, actionable feedback, and targeted professional development aligned to Danielson’s Framework for Teaching resulting in 85% of the teachers showing improvement in at least two of these three competencies: Using Questioning and Discussion Techniques (3b), Using Assessment in Instruction (3c), and Engaging Students in Learning (3d).

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>Administrators and teachers will engage in cycles of observation, feedback, and coaching.</p>	<p>Students, teachers, and administrators will be impacted by a reflective look at what effective instructional practices look like in specific classroom contexts.</p>	<p>September 2015 through June 2016</p>	<p>The Principal, Assistant Principals, and teachers will continue shared work around what constitutes best practices for effective instruction.</p>
<p>Administrators will facilitate professional development sessions that</p>	<p>The PD sessions will be targeted at administrators and teachers. Students will be positively</p>	<p>September 2015 through June 2016</p>	<p>Assistant Principals will facilitate professional</p>

explore questioning and discussion techniques.	impacted by instruction that includes robust questioning and opportunities for student discussion.		development on the grades that they supervise.
Administrators will facilitate professional development sessions that explore best practices in student engagement.	The PD sessions will be targeted at administrators and teachers. Students will be positively impacted by instruction that provides many opportunities for student engagement.	September 2015 through June 2016	Assistant Principals will facilitate professional development on the grades that they supervise.
Administrators will facilitate professional development sessions that explore best assessment practices.	The PD sessions will be targeted at administrators and teachers. Students will be positively impacted by instruction includes systematic feedback.	September 2015 through June 2016	Assistant Principals will facilitate professional development on the grades that they supervise.

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.										
<u>Human Resources :</u>										
<ul style="list-style-type: none"> • Administrators to facilitate professional development • Teachers and administrators to engage in cycles of observation-feedback-refinement of practice 										
<u>Instructional Resources :</u>										
<ul style="list-style-type: none"> • Webb’s Depth of Knowledge Questions • Marzano’s book on Questioning and Discussion 										
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	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.
Two measures will be used to monitor progress. The first measure concerns the cycle of observation-feedback—refinement of instructional practice. The second measure concerns the use of data from the observations.
<u>Danielson Framework</u> : By March 01, 2016, teachers and administrators will have engaged in two cycles of observation-feedback-refinement of instructional practice. By June 01, 2016, teachers and administrators will have engaged in two additional cycles of observation-feedback-refinement.

Data from Observations : By March 01, 2016, data from classroom observations will show improvement in at least one of these three Danielson competencies: using questioning and discussion (3b), student engagement (3c), and use of assessment (3d).

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

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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 PTA will continue to increase parent participation at school events by organizing a variety of events that are open to all parents / guardians. Events will be offered at times that allow the parents to attend.</p>	<p>All parents / guardians of students at PS 44.</p>	<p>September 2015 through June 2016</p>	<p>The current PTA president and PTA executive officers will continue to work with the administration and the Parent Coordinator.</p>
<p>Teachers will continue to consistently communicate with parents / guardians on a regular basis about their children’s academic and social experiences.</p>	<p>All parents / guardians of students who attend PS 44.</p>	<p>September 2015 through June 2016</p>	<p>All teachers will continue to communicate with the parents /guardians of their students. The Assistant Principals on each grade will ensure that parental communication occurs on a regular basis.</p>
<p>The Dual Language Department will host parent workshops that are designed to support the acquisition of Spanish.</p>	<p>All the parents / guardians who have students in the Dual Language Program.</p>	<p>September 2015 through June 2016</p>	<p>All Dual Language Department teachers and Sarah L. Hamilton, the AP in charge of the Dual Language Department will host the parent workshops.</p>
<p>A Dual Language Parent Council will be established as a forum for parents to voice their concerns and to provide support for each other.</p>	<p>All parents / guardians who have students in the Dual Language Program.</p>	<p>September 2015 through June 2016</p>	<p>Because this is a forum intended for parents / guardians, Mrs. Hamilton (AP-Dual Language), will play an advisory role. The Council will be run by parents.</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 :

- Parent Coordinator to continue to reach out to parents for participation at PTA meetings and at PTA sponsored events
- PTA board to work with Parent Coordinator to increase parental participation
- Teachers to continue to reach out to parents and to partner with parents for student success
- Administrators to support Teachers, Parent Coordinator, and PTA board in increasing parental participation

Instructional Resources :

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

Schedule Adjustments :

- Teacher release time provided as necessary

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		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.

Three measures will be used to monitor progress within the goal of increasing Parental / Guardian Involvement. The first measure concerns the creation and implementation of workshops hosted by teachers to assist parents / guardians with homework, and to explore ways for parents / guardians to help. The second measure concerns the increased participation of all parents / guardians at PTA meetings and PTA sponsored events.

Parent Workshops : By March 01, 2016, parents / guardians will have had the opportunity to participate in at least eight workshops offered by the teachers. By June 2016, parents / guardians will have had the opportunity to participate in an additional four workshops.

Increased Parent / Guardian Involvement at PTA meetings : Our mid-year goal is to increase parent participation at PTA meetings by five percent. Attendance is taken at all meetings and attendance records will be used to track parent participation. Our end-year goal is to increase parent participation by ten percent.

Part 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)	Students who are reading at two grades below grade level will receive Tier II interventions as part of a school-wide RTI initiative.	<p>PS 44R has maintained a robust Response to Intervention (RTI) plan. Classroom teachers provide Tier I instruction and Tier II interventions. There are two populations of students who have been identified as needing Tier II intervention. The first population are those students who were held over in the early childhood grades because of low proficiency in literacy and the second population of students are those students who are reading at least two grades below grade level. A teacher provides the Tier II intervention within a pull-out program model.</p> <p>The classroom teachers and support personnel customize the instructional interventions according to the students' needs.</p>	Classroom teachers and support personnel work with students in small group settings.	The service is provided during the school day.

Mathematics	Students who are not meeting the specified benchmarks on the GoMath assessments will receive Tier II interventions that are articulated in the GoMath curriculum.	In grades K-5, teachers utilize the GoMath program. The GoMath program is fully aligned to the Common Core State Standards. The GoMath program contains components that provide extra support, re-teach, and extension activities for at-risk students.	Classroom teachers and support personnel work with students in small group settings.	The service is provided during the school day.
Science	Students who are not meeting grade level benchmarks will receive extra support.	The science program requires students to learn through inquiry-based investigations. At-risk students benefit from participating in hands-on experiments and working with lab equipment to collect and analyze data from experiments. Students are encouraged to use the scientific method with support from science magazines, trade books, journals, and other resources to support learning in the content areas.	The Science cluster teachers and support personnel work with students in small group settings.	The service is provided during the school day.
Social Studies	Students who are not meeting grade level benchmarks will receive extra support.	The classroom teachers utilize technology, trade books, and other resources to support learning in this content area.	The classroom teachers work with students in small groups.	The service is provided during the school day.
At-risk services (e.g. provided by the <i>Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	At-risk interventions are based on recidivist reports of student behavior. Our Dean of Students selects at-risk students for interventions based on patterns of occurrences and re-	<u>Guidance Counselor</u> : The at-risk counseling program includes services to assist students, teachers, and parents. The goal of the program is to increase levels of self-esteem, self-	<u>The Guidance Counselor</u> provides services in small group and one-to-one settings. <u>The School Psychologist</u> works with small groups	All services are provided during the school day.

	<p>occurrences with respect to behavior that is detrimental to student progress.</p>	<p>confidence, and self-motivation in students.</p> <p><u>School Psychologist :</u></p> <p>The School Psychologist will consult with teachers and parents to develop intervention plans, conduct term counseling with at-risk students, and perform direct interventions in the classroom.</p> <p><u>Social Worker :</u></p> <p>The Social Worker will meet with at-risk students, their families, teachers, school administration, and various agencies to help address the students' social / emotional functioning. The goal is to improve students' academic performance and social / emotional functioning.</p> <p><u>Health-related services :</u></p> <p>The school health professionals will meet with students, their parents, and teachers to discuss and plan strategies that will enhance student's health.</p>	<p>and in one-to-one settings.</p> <p><u>The Social Worker</u> works with small groups and in one-to-one settings.</p> <p><u>The school health professionals</u> work in a small group setting.</p>	
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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

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)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>As reflected in the <u>2013-2014</u> BEDS Survey, 100% of the teachers at PS 44 are Highly Qualified. All teachers have the appropriate certifications for their current assignments. No teachers are teaching out of license. Highly Qualified Staff will be recruited, interviewed, and selected to fill posted teacher vacancies through Open Hire, Network Human Resources Administrator, and teacher recruitment fairs.</p> <p>The chief strategies for teacher recruitment at PS 44 are:</p> <ul style="list-style-type: none"> } Recruit teachers who hold dual certifications in General Education and Special Education } Recruit teachers who hold dual certifications in ESL and either General Education or Special Education } Recruit teachers who have a bilingual extension (Spanish) to an existing certification <p>Due to the growing populations of students who are English Language Learners (ELLs) and Students with Special Needs, it is important to recruit teachers who are certified in ESL, Special Education, or who have a bilingual extension in addition to being certified in General Education.</p> <p>The chief strategies for teacher retention at PS 44 are:</p> <ul style="list-style-type: none"> } Utilize the Danielson Framework to structure observations and conversations about instructional strategies } Utilize the Danielson Framework to provide actionable feedback around focused areas to support teacher development } Utilize the Danielson Framework to formulate next steps } Support the professional development of teachers <p>Teacher retention is critical to the success of the instructional program at PS 44. Teachers are supported and encouraged to grow as professional educators.</p>

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

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

All of the teachers in the school are utilizing ELA and math programs that are aligned with the Common Core State Standards and that contain embedded assessments. During the current school year, teachers are continuing to utilize the TCRWP Reading Assessments as a way to monitor student progress in reading. Professional development regarding curriculum, assessments, and the educational software will continue to be provided throughout the school year. In order to meet the requirements of Advance, a local measures committee was formed. The local measures committee met four times and went through a six step process. The local measures committee selected the following:

Local Measures :

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

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

State Measures :

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

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

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	623,426.00	X	5A, 5B, 5D, 5E
Title II, Part A	Federal	195,745.00	X	N / A
Title III, Part A	Federal	11,200.00	X	N / A
Title III, Immigrant	Federal	0	N / A	N / A
Tax Levy (FSF)	Local	4,956,529.00	X	5A, 5B, 5C, 5D, 5E

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) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents 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) Template

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

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

WED January 07, 2015 2:45-4:45

THU January 08, 2015 2:45-4:45

WED January 14, 2015 2:45-4:45

THU January 15, 2015 2:45-4:45

WED January 21, 2015 2:45-4:45

THU January 22, 2015 2:45-4:45

WED January 28, 2015 2:45-4:45

THU January 29, 2015 2:45-4:45

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WED February 04, 2015 2:45-4:45

THU February 05, 2015 2:45-4:45

WED February 11, 2015 2:45-4:45

THU February 12, 2015 2:45-4:45

WED February 25, 2015 2:45-4:45

THU February 26, 2015 2:45-4:45

Part B: Direct Instruction Supplemental Program Information

WED	March 04, 2015	2:45-4:45
THU	March 05, 2015	2:45-4:45
WED	March 11, 2015	2:45-4:45
THU	March 12, 2015	2:45-4:45
WED	March 18, 2015	2:45-4:45
THU	March 19, 2015	2:45-4:45
WED	March 25, 2015	2:45-4:45
THU	March 26, 2015	2:45-4:45

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WED	April 01, 2015	2:45-4:45
THU	April 02, 2015	2:45-4:45
WED	April 15, 2015	2:45-4:45
THU	April 16, 2015	2:45-4:45
WED	April 22, 2015	2:45-4:45
THU	April 23, 2015	2:45-4:45
WED	April 29, 2015	2:45-4:45
THU	April 30, 2015	2:45-4:45

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here: _

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

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

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

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 Joseph A. Miller	Assistant Principal Sarah L. Hamilton
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Elba McGarry, ESL	School Counselor type here
Teacher/Subject Area M. Cecilia Chau, Dual Lang.	Parent Marilyn Thomas
Teacher/Subject Area type here	Parent Coordinator Wonda Williams
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Richard Perez, Psychologist

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	3
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	1	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	876	Total number of ELLs	62	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	3	2	2	2	1									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	62	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	31
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	33	Long-Term (ELLs receiving service 7 or more years)	3

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	0	0	0	0	0	0	0	0	0
DL	18	0	7	3	0	0	0	0	0	0
ENL	8	0	1	30	0	20	3	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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 SP	5	63	10	46	2	48	1	34	2	24									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): <u>64</u>	Number of students who speak three or more languages: <u>9</u>
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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	3	0	5	9	7	13								0
Chinese					1									0
Russian														0
Bengali														0
Urdu														0
Arabic			1		2									0
Haitian														0
French														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	2	1	3	0								0
Emerging (Low Intermediate)	3	0	2	1	2	1								0
Transitioning (High Intermediate)	1	2	1	3	1	4								0
Expanding (Advanced)	1	6	3	5	6	9								0
Commanding (Proficient)		2	1	1	1	2								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			1	1	1	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	2			0
4	12	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	12								0
4	13		2						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	5		7		3				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)	27							
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, etc.). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide a response to support your response.

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

TABLE A: TCRWP English Administration: September / October 2015
(September/October 2015 Scores Reported, Students' Grade in 2015-2016 Represented)

Level EE Level A Level B Level C Level D Level E Level F Level G Level H Level I Level J Level K Level L

K
1
2

This table to be completed after the TCRWP testing takes place

TABLE B: TCRWP Spanish Administration: September / October 2015
(September/October 2015 Scores Reported, Students' Grade in 2015-2016 Represented)

Level EE Level A Level B Level C Level D Level E Level F Level G Level H Level I Level J Level K Level L

K
1
2

This table to be completed after the TCRWP testing takes place

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

TABLE C: June 2015 NYSITELL ADMINISTRATION
(For incoming students in the 2015-2016 school year)

Grades in 2015-2016	Level	# of ELLs	Raw Score Range
K	Beginning	3	8 - 12
K	Low Intermediate	2	17 -19
K	Intermediate	1	26
K	Advanced	1	30
K	Proficient	12	32-36

Table C displays the results of the June 2015 NYSITELL Administration. The NYSITELL was given to newly enrolled eligible students at PS 44R. Of the 19 eligible newly enrolled students in Kindergarten, 12 students were proficient and are therefore not considered ELLs and are not entitled to receive services. Of the remaining 7 students who were given the NYSITELL, 3 students tested at the beginning level (with raw scores ranging from 8 to 12 points), 2 students tested at the low intermediate level (with raw scores ranging from 17 to 19), 1 student tested at the Intermediate level (with a raw score of 26), and 1 student tested at the Advanced level (with a raw score of 30). All 7 newly identified students will receive services in accordance with the newly enacted CR PT. 154 regulations and in alignment with the parents' program selection. 5 of the 7 newly identified students have been enrolled in the Dual Language Program. The remaining 2 ELLs will receive services via the free-standing ENL program.

This table will be updated to reflect the results of the September NYSTITELL Administration, which is currently underway.

The Spring 2015 NYSESLAT Administration utilized a revised version of the NYSESLAT. It has been a best practice at PS 44R to track student performance levels of the NYSESLAT from one year to the next. That practice will need to wait until the 2016-2017 school year due the revision of the NYSESLAT performance levels of language proficiency instead of four levels. Of particular interest is the progress of students who are both English Language Learners and students with Disabilities. The ELLs-SWDs at PS 44R represent a large number of ELLs who are receiving ESL services for at least four years:

TABLE D. ELLs-SWDs at PS 44R

Number ELLs-SWDs classified as Developing ELLs (receiving 4 to 6 years of service)	Number of ELLs-SWDs classified as Long-Term ELLs (receiving 7 or more years of service)
20 students	3 students

There are 62 ELLs at PS 44R. Of the 62 students, 23 students are ELLs-SWDs whose progress on the NYSESLAT has hit a plateau. These 23 students need support in acquiring both the academic vocabulary and the grammatical structures that will allow them to access the academic language that is used in the upper elementary grades.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMA](#))

We will be looking at the data from the AMAO tool over the next two weeks.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

4a. ELLs in both the Dual Language and Freestanding ESL programs have weaker written language development and stonger oral language skills. This pattern that is seen in all grades and is evienced by results from the NYSESLAT, ELA, Math, and Science tests. ELLs need to be exposed to more rich content areas in order to develop the academic vocabulary and advanced grammatical structures that will allow them to have access to academic language. In the upper elementary grades, more explicit instruction in literary genres will be implemented. All ELLs will be exposed to a variety of content area reading materials at

understanding the concepts explained in the materials. All ELLs will receive instruction that features more practice in reading and responding to stories, biographies, fables, and word problems.

The development of literacy in Spanish for students in the Dual Language program is monitored by the teachers in the Dual Language program who speak Spanish: Mrs. Santana and Ms. Fernandez in Kindergarten, Ms. Chau and Ms. Tehsalder in Grade One, Mrs. Lorentzen in Grade Two, Mrs. Suarez in Grade Three, Mrs. Miranda in Grade Four. Mrs. Hamilton, in her capacity as Assistant Principal, monitors the development of both Spanish and English literacy for the Dual Language program.

4b. Mr. Miller, Dr. Morrison (Data Specialist), and Mrs. Hamilton track the progress of ELLs and of ELLs-SWDs via SchoolNet. The results of the ELL Periodic Assessments are used to tailor instruction to meet the needs of these students. The teachers in the Dual Language Program and in the Freestanding ESL program use the ELL Periodic Assessments to inform subsequent instruction. The ELL Periodic Assessments provide another data point for the teachers of ELLs.

4c. The ELL Periodic Assessments have been an accurate prediction for how third, fourth, and fifth grade ELLs will fare on the NYSESLAT. The ELL Periodic Assessments measure progress in the modalities of Listening, Reading, and Writing. In the Freestanding ESL program, the students' home language is used to support their learning of English. In the Dual Language program, 50% of the instruction is in English and 50% of the instruction is in Spanish.

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 the [RTI Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

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

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

PS 44R has taken the increased instructional rigor required by the Common Core State Standards into consideration for the past three years. Curriculum mapping has taken place on each grade level. Within these curriculum maps, differentiations for ELLs and SWDs have been incorporated into units of study. With the advent of ReadyGen and GoMath, the teachers at PS 44R have maintained the practice of creating lessons that feature differentiated learning for ELLs and for SWDs. The next step in the process of aligning curriculum, instruction, and assessment to that all students are supported is vertical alignment within the literacy and math curriculums. The vertical alignment articulates a set of benchmarks by which a teacher can assess progress for the academic demands of the following grade. The second language development of all students in the Dual Language program is an important goal. The three goals of the program are to prepare students who are bilingual and bi-literate.

7. For dual language programs, answer the following:

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

7a. English Proficient students (EPs) are assessed in Spanish through the Estrellitas reading program and through on-going assessments via the TCRWP Running Records. As of this writing, both the Estrellitas beginning year assessments and the TCRWP Running Records in Spanish are being administered.

7b. When the Fall 2015 Estrellitas Administration is complete, the results will be reported in the following table:

TABLE E: Fall 2015 Estrellitas Benchmark Administration

Grade in 2015-2016	Sonidos 0-7	Sonidos 8-14	Sonidos 15-21	Sonidos 22-28	Silabas con 'a'	Palabras con 'a'	Oraciones con 'a'	Silabas con 'a-e'	Palabras con 'a-e'	Oraciones con 'a-e'

The results of the Fall 2015 TCRWP Spanish Administration are described in Table B, as a part of the answer to the very first question in this section.

7c. There are now 27 students in the Grade Four Dual Language class. The results of the New York State ELA and of the New York State Math exams are reported in Tables F and G.

TABLE F: Results of the 2015 New York State ELA Exam

(students currently in Grade Four, results shown of the exams students took in Grade Three)

Level One	Level Two	Level Three	Level Four
16 students	8 students	3 students	

An item analysis of the students' answers is currently underway to identify the areas of strength and weakness. The curriculum is also under review practices.

TABLE G: Results of the 2015 New York State Math Exam
(students currently in Grade Four, results shown of the exams students took in Grade Three)

Level One	Level Two	Level Three	Level Four
17 students	4 students	5 students	1 student

An item analysis of the students' answers is currently underway to identify the areas of strength and weakness. The curriculum is also under review practices.

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

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

The success of the language development support program at PS 44R can be measured empirically, as described through the lens of the various indicators. The success of the language program at PS 44R can also be measured according to more subjective standards such as student engagement in their own education and involvement in their children's school. Students at PS 44R are encouraged to be active participants in their own learning. Both the Dual Language Program and the Freestanding ESL Program strive to give ELLs the tools they need to be successful in academics and in the school community. Parents at PS 44R are encouraged to be actively involved in their children's education. It is hoped that the partnership between teachers, students, and parents will continue to contribute to the success of the language development support programs at PS 44R.

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.

PS 44R is a Pre-Kindergarten through Grade Five elementary school located in Mariner's Harbor, Staten Island. The total number of students enrolled at PS 44R, including Pre-Kindergarten is 945. The number of students enrolled at PS 44R NOT including Pre-Kindergarten students is 876. For the purpose of the LAP, student enrollment is considered to be 876 (reflective of grades K through 5). As of this writing, there are 62 students who receive English Language support services. 42 students are in the Freestanding ESL program and 20 students are in the Dual Language program. 7.08% (62 out of 876) of the students are classified as English Language Learners (ELLs). The current ELL population at PS 44R includes students whose native languages are Spanish, Arabic, Chinese, and Yoruba.

Upon arriving at PS 44R for registration, each parent or guardian is given a HLIS (Home Language Identification Survey) form to be completed. The LAB Coordinator, Mrs. Elba McGarry, is responsible for reviewing the answers to questions one through eight. Eligibility to give the NYSITELL is determined through the parent responses. If a parent answers "yes" to any one question between questions one and four AND answers "yes" to any two questions between questions five and eight AND if the parent interview indicates that another language besides English is spoken at home, then the NYSITELL is administered to the student. The parent interview will be conducted by Mrs. Elba McGarry. A review of HLIS forms and parent interviews will be conducted by a trained pedagogue such as Mrs. McGarry. Please note that as of February 01, 2014, PS 44R has discontinued the use of the LAB-R and now uses the NYSITELL (New York State Identification Test for English Language Learners). Also in accordance with state regulations, the HLIS forms for all newly admitted students at PS 44R are reviewed by the LAB Coordinator, and the parents are interviewed, in order to determine if the NYSITELL needs to be administered. If the LAB Coordinator determines that the NYSITELL needs to be administered, the NYSITELL is administered within 5 days of the student's admission to the school. Student information is updated on the ELPC function of ATS in a timely manner. Based on the results of the NYSITELL, parent orientation meetings are scheduled as needed. In the beginning of the school year, a parent orientation takes place during September. Other parent orientations will occur throughout the year as needed. Based on the results of the NYSITELL, a child can be classified as beginning, low intermediate, intermediate, advanced or proficient in terms of English language ability. Children who are classified as proficient are not eligible for and do not receive English language development support services. A letter is sent home to parents / guardians

of these students stating that the students were administered the NYSITELL and do not qualify for English language development support services based on their scores. Children who are classified as either beginning, low intermediate, intermediate, or advanced are now eligible for and can receive English language development support services. These children will now be classified as "ELLs" (English Language Learners). Those children whose native language is Spanish will be administered the Spanish LAB in order to determine language dominance. Mrs. McGarry administers the Spanish LAB to students who are eligible for ESL services as determined by the NYSITELL, whose native language has been identified as a Spanish according to the HLIS.

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).

As part of the initial ELL identification process, parents are asked to provide information about their child's prior schooling. If a parent indicates that the child has never been in school or that a child has had interruption to their education, then the SIFE identification process begins. Please note that the SIFE identification process applies to students entering the third, fourth, or fifth grades. The first step is to administer the oral interview questionnaire. If the potentially SIFE student has a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) will also be administered. Both the oral interview questionnaire and the LENS will be administered by Mrs. McGarry in her capacity as the LAB Coordinator. The initial identification of a SIFE student will be indicated within 30 days of that student's initial enrollment in accordance with state mandates.

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).

In accordance with the revisions the CR Part 154, PS 44R has established a Language Proficiency Team (LPT) to determine whether or not students with IEPs are eligible to take the NYSITELL. The Language Proficiency Team is comprised of the following faculty members: Elba McGarry, ESL Teacher / LAB Coordinator, Richard Perez, School Psychologist (Bilingual), Susan Somers (ESL / Special Education Teacher), and Sarah Hamilton (Assistant Principal). Once a student with an IEP and a home language other than English is enrolled at the school the LPT meets to review evidence of the child's English language development. The LPT can make one of two recommendations: either the LPT recommends that the child take the NYSITELL or the LPT recommends that the child does NOT take the NYSITELL. If the LPT recommends that the child take the NYSITELL, then that child will take the NYSITELL to determine ELL status and the ELL identification process described (in question 1) will continue. If the LPT recommends that the child NOT take the NYSITELL, that recommendation is sent to the principal, Mr. Joseph Miller, for review. Mr. Miller has two choices. If Mr. Miller decides that the child should take the NYSITELL, then the NYSITELL is administered to that child, and the ELL identification process will continue. If Mr. Miller decides that the child should not take the NYSITELL, then both the principal's recommendation against the NYSITELL and the LPT's original recommendation against the NYSITELL are forwarded to the superintendent (or to the superintendent's designee) for review. The parent is notified within three days that the superintendent's office is reviewing the matter. The superintendent (or the designee) has two choices. If the superintendent (or the designee) determines that the child should take the NYSITELL, then the child takes the NYSITELL and the ELL identification process continues. If the superintendent (or designee) decides that the child should not take the NYSITELL, then the ELL identification process closes and the parent is notified.

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.

After the NYSITELL has been administered, scanned, and the student's score has been determined, Mrs. McGarry will prepare either an entitlement letter or a non-entitlement letter for the parents. These letters are prepared and sent home with the students within five school days of receiving the student's score on the NYSITELL.

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).

When parents are notified of their child's initial identification as an ELL or as a non-ELL, the parents are also notified that they have the right to request a re-identification of ELL status for their child. The parents are informed that if they wish to have the child's ELL status reviewed, that they should write a letter requesting a review. The parents are also informed that any request for a review of their child's ELL status must take place within 45 days of their child's enrollment in the school. The parents are further informed that once the school receives written notice, that the Re-Identification Process will take place within 10 days of the receipt of the letter.

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.

When a child is determined to be eligible for English language development support services, an entitlement letter is sent home to the

parent/guardian with a line on the bottom of the page where the parent/guardian should sign his/her name and return the signed letter to the school. Mrs. Elba McGarry keeps a copy of all entitlement letters that have been sent home with the parents. Copies of the entitlement letters are kept on file because a variety of situations occur. Sometimes the parents/guardians rip off the bottom of the entitlement letter and only return the part of the letter with their signature. Sometimes the entire letter is returned with a parent/guardian signature at the bottom. Sometimes there is no response. In cases where the entitlement letters are not returned, Mrs. McGarry will call the home. The entitlement letters are sent home in the student's native language and in English. An invitation will also be included with the entitlement letter indicating when, where, and what time the orientation will take place. Mrs. McGarry is certified as an ESL teacher, as a Common Branches (PreK-6) teacher, and she has a bilingual extension to her Common Branches license. At the orientation, parents/guardians are welcomed with refreshments and must sign in. An agenda is handed out. It is in English and Spanish. The typical agenda for orientation is: Greeting and Introduction, Criteria for Identification of ELLs, notification of NYSITELL results, overview of ELL programs, District 31 options for ELLs, viewing of the orientation video for parents of English Language Learners, a question/answer period and the explanation of and completion of the Program Selection Form. Parents complete the Program Selection Form and return it to Mrs. McGarry. In the event that Mrs. McGarry cannot conduct the parent orientation, Mrs. Hamilton (Assistant Principal) will conduct the parent 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.

Mrs. McGarry monitors the distribution and return of the Parent Survey and Program Selection forms as described in the answer to question six. Mrs. McGarry works diligently to ensure that all students have a Parent Survey and Program Selection form on file.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Mrs. McGarry maintains a file on each ELL and former ELL. As Parent Survey and Program selection forms are returned, Mrs. McGarry files the forms in the student's file. Mrs. McGarry regularly reviews the students' files. If a student does not have a Parent Survey and Program selection form on file, Mrs. McGarry sends a second form home.

9. Describe how your school ensures that placement parent notification letters are distributed.

The proficiency of ELLs is determined through the annual administration of the NYSESLAT. Based on the scores each student receives on the Listening, Speaking, Reading, and Writing test, each student is assigned an overall proficiency level: Entering, Emerging, Transitioning, Expanding, or Commanding. Students who have achieved an overall proficiency level of Commanding will continue to receive English language support services for two years after they achieve the level of Commanding. The parents of these former ELLs are notified by letter at the beginning of the school year. A copy of this letter is kept on file. The letter is sent home in the student's native language and in English. Parents are encouraged to contact Mrs. McGarry if they have questions. Students who have achieved an overall proficiency level of Entering, Emerging, Transitioning, or Expanding will continue to receive English language support services. The parents of these continuing ELLs are notified by letter at the beginning of the school year. A copy of this letter is kept on file. At the bottom of this letter, there is a line for the parents to sign and return. Parents are encouraged to contact Mrs. McGarry if they have any questions. The entitlement letters are collected by Mrs. McGarry and are kept on file in Room 413.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The original HLIS form is maintained in each child's cumulative folder. In accordance with the changes to CR Part 154, a copy of the entitlement letter will also be placed in the child's cumulative folder. A copy of the HLIS form is located in a separate file maintained by Mrs. McGarry. Mrs. McGarry maintains a file for each ELL, former ELL, and non-ELL. HLIS forms, entitlement letters, non-entitlement letters, and placement letters are all located in the files that Mrs. McGarry maintains on each ELL, former ELL, and non-ELL.

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.

Children who receive English language development support services will be administered the NYSESLAT (New York State English as a Second Language Achievement Test) on an annual basis to determine progress and continued eligibility. The NYSESLAT traditionally takes place in May. Parents will be sent letters with the specific dates for the Listening, Speaking, Reading, and Writing components of the NYSESLAT ahead of time. Mrs. McGarry is responsible for administering the NYSESLAT. Mrs. McGarry and Mrs. Hamilton utilize the RLER to confirm the list of students who are eligible to take the NYSESLAT. Mrs. McGarry utilizes a checklist that is organized by grade to ensure that all eligible students are administered all four sections of the NYSESLAT. The checklist has the

students' names, followed by four boxes. Each box is one section of the NYSESLAT. As each section is administered, the date is written into the corresponding box. An example of how the checklist is organized appears below:

Name	Speaking	Listening	Reading	Writing
Juana Doe	05/01/2015	05/08/15	05/09/15	05/10/15

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

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

Continued entitlement and transitional support letters are sent home to parents with their children in September. Mrs. McGarry keeps a copy of the entitlement and placement letters on file.

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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

The discussion of program selection trends is confined to the following school years: 2012-2013, 2013-2014, 2014-2015, and the current 2015-2016 school year. In the 2012-2013 school year, a review of the parent selection forms and continued entitlement letters reveals that 71 ELLs were in the Freestanding ESL program, and that 14 ELLs were in the Dual Language program. There were 17 newly identified ELLs. Among the newly identified ELLs, the parents of 10 ELLs chose the Freestanding ESL program. The parents of 7 ELLs chose the Dual Language program. In the 2013-2014 school year, a review of the parent selection forms and continued entitlement letters reveals that 70 ELLs are in the Freestanding ESL program, and that 15 ELLs are also in the Dual Language program. There were 13 newly identified ELLs. Among the newly identified ELLs, the parents of 7 ELLs chose the Dual Language program. The parents of 6 ELLs chose the Dual Language program. In the 2014-2015 school year, a review of the parent selection forms and continued entitlement letters reveals that 46 ELLs are in the Freestanding Dual Language program and that 16 ELLs are in the Dual Language program. There were 12 newly identified ELLs. Among the newly identified ELLs, the parents of 8 ELLs chose the Dual Language program and the parents of 4 ELLs chose the Freestanding ESL program. In the current 2015-2016 school year, the process of identifying and placing ELLs is underway. Of the 8 newly identified ELLs, 5 ELLs have been placed in the Dual Language program and 3 ELLs have been placed in the Freestanding ESL program.

Based on the program selection forms and continued entitlement letters, the trend for parental choice has been to either select the Dual Language program or the Freestanding ESL program. Whenever a parent or guardian selected a transitional bilingual education class as their first choice, they were given the option to move their child to a school that offers a transitional bilingual education program. In each case, the parent or guardian chose to place their child into either the Freestanding ESL program or the Dual Language program rather than to change schools. All parents / guardians are informed of the obligation of the school to open a transitional bilingual education class in the event that 15 parents / guardians of ELLs (who share a native language and are in the same grade or two contiguous grades) choose transitional bilingual education as the mode of language development support services. There is communication throughout the school year between the providers of language development support services and the parents / guardians of ELLs and former ELLs. Every attempt is made to place an ELL into the program that his/her parents/guardians selected. In situations where the parents/guardians' first choice cannot be honored, alternatives are discussed. All parents of ELLs in Kindergarten, Grade One, Grade Two, Grade Three, and Grade Four are offered the Dual Language program as a choice. In the current 2015-2016 school year, 42 ELLs are receiving English language support services via the Freestanding ESL program and 20 ELLs are receiving English language support services via the Dual Language program.

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.

The Freestanding ENL program is a blend of stand-alone (pull-out) and integrated (push-in) instruction. Students who are at the Entering, Emerging, Beginning, or Low Intermediate levels receive 180 minutes (4 periods) a week of stand alone ENL instruction (the pull-out component) and receive 180 minutes (4 periods) a week of integrated ENL / ELA instruction (the push-in component). Students who are at the Transitioning and Expanding levels receive 180 minutes of integrated ENL / ELA instruction (the push-in component). Students at the Commanding levels receive 90 minutes of integrated ENL / ELA instruction. Kindergarten ELLs in the Freestanding ENL program receive ENL services as a group of Kindergarten students. Their language proficiency levels are mixed. All Grade One ELLs are in the Dual Language program. Grade Two ELLs in the Freestanding ENL program receive ENL services with Grade Three ELLs. Grade Four ELLs in the Freestanding ENL program receive ENL services as a Grade Four group for the integrated (push-in component). The Grade Four ELLs are joined by Grade Five ELLs during the stand alone (pull-out component). Grade Five ELLs in the Freestanding ENL program receive ENL services as a Grade Five group for the integrated (push-in component). All groups on Grades Two, Three, Four, and Five are heterogeneous, with mixed proficiency levels in each group.

- b. TBE program. *If applicable.*

N/ A

- c. DL program. *If applicable.*

The Dual Language program serves ELLs who share a grade. Students who are at the Entering and Emerging levels receive 180 minutes (4 periods) a week of ENL (English as a New Language) instruction and 180 minutes (4 periods) a week of integrated ENL and ELA instruction. Students who are at the Transitioning and Expanding levels receive 180 minutes (4 periods a week) of integrated ENL and ELA instruction. Students at the Commanding level receive 90 minutes (2 periods a week) of integrated ENL and ELA instruction. This is accomplished via student grouping into literacy groups targeted to provide either ENL instruction or integrated ENL/ELA instruction.

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)?

2a. In the Freestanding ENL program, ELLs who are at the Entering, Emerging, Beginning, and Low Intermediate levels will receive 180 minutes (4 periods) a week of stand-alone (pull-out) ENL instruction and 180 minutes (4 periods) a week of integrated ENL (push-in) instruction. ELLs who are at the Transitioning, Expanding, or Intermediate levels will receive 180 minutes (4 periods) a week of integrated ENL (push-in) instruction. Former ELLs who are at the Commanding or Proficient levels will receive 90 minutes (2 periods) a week of integrated (push-in) ENL instruction.

2b. In addition to the ENL and ELA instructional minutes, which are delivered as described in the answer to question 1c (see above), the students in the Dual Language program receive 50 minutes (1 period) of instruction in HLA instructional minutes. In the Kindergarten Dual Language ICT, Ms. Fernandez provides HLA instruction. In the Kindergarten side-by-side Dual Language classes, Mrs. Santana provides HLA instruction. In the Grade One Dual Language ICT, Ms. Chau provides HLA instruction. In the Grade One self-contained Dual Language class, Ms. Tehselder provides HLA instruction. In the Grade Two side-by-side Dual Language classes, Mrs. Lorentzen provides HLA instruction. In the Grade Three self-contained Dual Language class, Ms. Suarez provides HLA instruction. In the Grade Four self-contained Dual Language class, Ms. Miranda provides HLA instruction.

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

The freestanding ENL program features instruction that is designed to meet the individual needs of the students. Differentiated instruction is particularly important since the ELLs are heterogeneously grouped. Scaffolding methods such as "Sensational Sentences", the increased use of visuals, personalized word walls, and "Think-Pair-Share" will be utilized to support the development of academic language. Bilingual dictionaries are available in the school library as home language resources for content area instruction. There are also home language books available in the school library. The ENL teachers provide content area support by providing the ELLs with strategies they can use to understand concepts in science, social studies, and math. In the Dual Language program, GoMath / Vivan Matematicas is used as the math curriculum. Harcourt Social Studies is used for Social Studies in English and the parallel curriculum is used for Social Studies instruction in Spanish. Harcourt Science is used for science instruction in English and the parallel Spanish curriculum is used for science instruction in Spanish. As with teachers in the Freestanding ENL program, teachers in the Dual Language program provide content area support by providing the students with strategies that they can use to understand concepts in science, social studies, and math.

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

ELLs in the Dual Language program are evaluated for progress in Spanish literacy via the Estrellitas program and via the Spanish TCRWP Running Records. In addition to the Estrellitas phonics program in Spanish and the Spanish TCRWP Running Records, students are also evaluated with the end-of-unit tests in the Spanish literacy curriculum (either StoryTown/Villa Cuentos or Journeys/Senderos).

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

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

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

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

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

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

6d. The long-term ELLs who have received more than six years of language development support services have had tremendous difficulty in acquiring reading and writing skills. An initial evaluation of these students records how that all three students are ELLs-SWDs. This will be the seventh year of ENL for all three students. The ENL teachers will evaluate the students to determine the greatest areas of weakness.

6e. All former ELLs, students who reached the Proficiency level on the Spring 2014 administration of the NYSESLAT and students who reached the Commanding level on the Spring 2015 administration of the NYSESLAT will receive 90 minutes of integrated ENL instruction per week. As former ELLs, these students are entitled to an extension of time (time and half) on the state ELA, math, and science tests.

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.

In these particular instances, the superintendent (or the superintendent's designee) will notify the principal of the approved re-identification appeal. Once the principal receives notification, he must review the student's academic progress to make sure that the student's academic process was not adversely affected by the determination within 6 to 12 months of the superintendent's notification. As part of the determination process, the principal will consult the parent/guardian, the student, and a qualified staff member in the school (either Mrs. McGarry or Mrs. Hamilton). If the principal, after consultation with the key stakeholders and a review of the student's academic process, believes that the student's academic progress WAS adversely affected by the determination, the principal will provide additional support services to the student in accordance with CR Part 154-2.3. The principal may also reverse the determination within 6 to 12 months of the superintendent's notification. Should the principal decide to reverse the ELL status, he must notify the superintendent or his designee. The parents/guardians must receive the final decision notification in the parent's preferred language within 10 school calendar days.

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?

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

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?

PS 44R has an array of strategies in place to allow for the diverse needs of ELLs-SWDs to be met within the least restrictive environment. ELLs-SWDs receive a range of services in accordance with their IEPs. There are ELLs-SWDs who are placed into self-contained special education classes, into Intergrated Collaborative Teaching (ICT) classes and receive SETSS services. In all situations, the student is placed into the least restrictive environment possible. PS 44R embraces the philosophy of placing SWDs into the least restrictive environment. Students are offered services through SETSS, then placement in an ICT class, and finally placement in a self-contained class after other, less restrictive options have been explored. Where appropriate, mainstreaming into math and literacy lessons is utilized. In the Freestanding ENL program, general education and special education students are serviced together.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

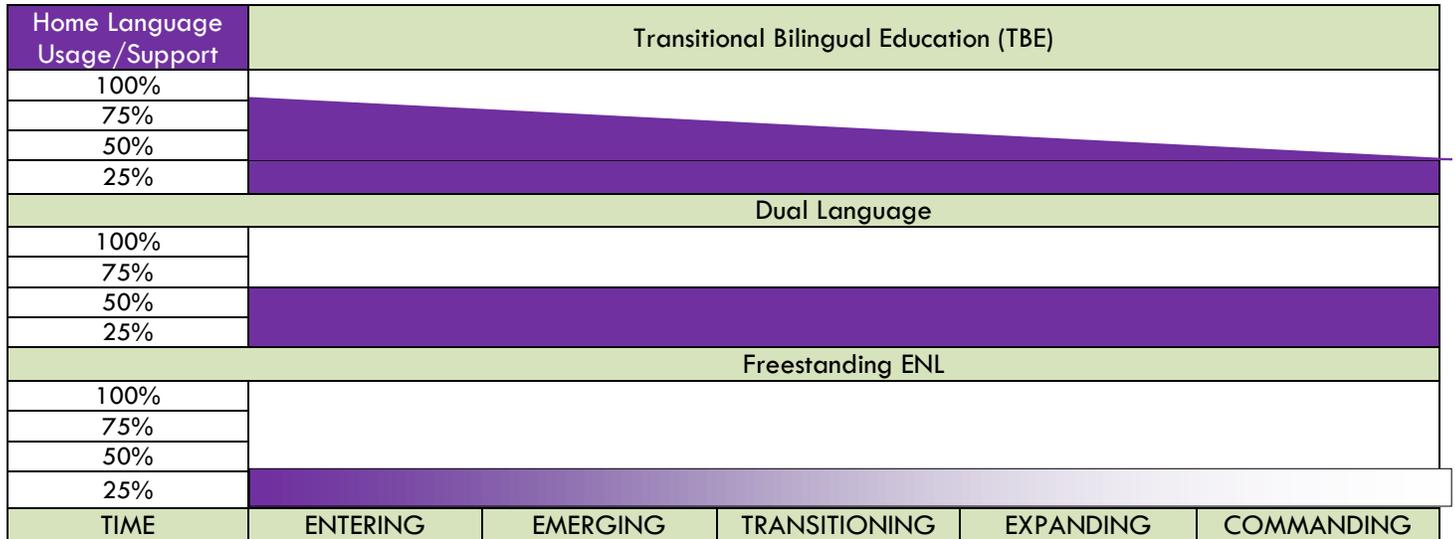


*Note “other approved services” does not apply to New York City at this time.

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. At PS 44R, three ELL subgroups receive targeted intervention programs. The largest ELL subgroup are the students that have been identified as ELLs-SWDs. The following interventions will be provided: differentiated small group instruction, Tier 2 and Tier 3 instruction (the RTI process), as necessary and specialized interventions via ThinkCentral. Individualized small group instruction will engage the students through different learning modalities based on Howard Gardner's theory of multiple intelligences. The Tier 2 and Tier 3 interventions will be tailored to meet the needs of the individual student. ThinkCentral will enhance the reading-writing connection through activities that engage the students in reading and writing. The language for these targeted intervention programs is English.
- The second ELL subgroup to receive targeted intervention programs is the group of ELLs receiving language development support services for more than four years but less than six years. These students continue to receive language development support services due to weak written language skills. To enable these students to improve their understanding of content area knowledge, both reading skills and writing skills need to be strengthened. To improve writing skills, small group instruction that targets content, organization, and editing will be provided. Students will have many opportunities to write daily. The language of instruction for these targeted programs is English.
- The third ELL subgroup to receive targeted intervention programs are the ELLs who have already received at least six years of language development support services. Because these particular ELLs have weak reading and writing skills, the targeted intervention programs utilized for ELLs receiving language support services for more than four years but less than six years will also be used for these particular ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ENL program utilizes curriculum that is aligned the the CCLS. The ENL teachers support the ELLs as they acquire both content area and language skills by providing instruction in both content area skills and language skills. Within the four language modalities of listening, speaking, reading, and writing, the ENL teachers infuse specific content area skills. All of the instruction provided by the ESL teachers is very intentional.
12. What new programs or improvements will be considered for the upcoming school year?
- In accordance with the changes to CR Part 154, the ENL program will contain both iterated and stand-alone ENL instruction. The Dual Language Program continues to expand. For the 2015-2016 school year, there are general education Dual Language classes on each grade from PreKindergarten to Grade Five, there is a Dual Language Kindergarten ICT class, and a Dual Language Grade One ICT class.
13. What programs/services for ELLs will be discontinued and why?
- No programs or services for ELLs have been discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The following programs are offered to the entire school population: Virtual Y and UAU (United Activities Unlimited). At the beginning of the school year, information was provided to the parents in English and the appropriate home languages about these programs. Virtual Y and UAU are enrichment programs that provide the students with a variety of activities, including arts and crafts. The funding sources for these programs is derived from a variety of outside sources. All programs include ELLs among their students. Whenever a program is offered at PS 44R, every effort is made to ensure that ELLs' participation is welcomed. We also offer a Title III Afterschool ESL program.
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.
- The following technological support for ELLs is in place: Laptops are available in the classrooms, interactive whiteboards are used throughout the school, the school has a state-of-the-art computer lab, students receive instruction in computers, overhead projectors are available throughout the school, and a variety of computer-based instructional materials are utilized. Students in both the freestanding ENL and the Dual Language programs have access to instructional materials and to books in their home languages.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Home language support varies according to the type of program model. In the Freestanding ENL program, home language support is present through access to books in the home language. There is always home language support available to the students. In the Dual Language program, instruction takes place in both Spanish and English. The split between Spanish and English is roughly 50%

Spanish and 50% English. The Dual Language program features a full Spanish language curriculum in literacy, science, Social Studies, and math.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Both the Freestanding ENL and the Dual Language programs provide age appropriate services for ELLs. For ELLs in the lower grades, the instructional focus is on building a strong foundation in terms of literacy skills. In the upper grades, the instructional focus is on providing ELLs with the content area skills required for academic success. The Kindergarten Dual Language classes follow the Kindergarten curriculum. The Grade One Dual Language classes follow the Grade One curriculum. The Grade Two Dual Language classes follow the Grade Two curriculum. The Grade Three Dual Language classes follow the Grade Three curriculum, and the Grade Four Dual Language classes follow the Grade Four curriculum.

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).

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

19. What language electives are offered to ELLs?

There are no language electives offered to ELLs at this time.

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)?

20a. In the Dual Language Kindergarten ICT, the Dual Language Grade One ICT classes, the Grade One Dual Language class, the Grade Three Dual Language class, and the Grade Four Dual Language class, a self-contained model is used. In the Kindergarten and Grade Two Dual Language classes, a side-by-side model is used. The EPs and ELLs are integrated for the entire instructional day.

20b. *programming in progress*

20c. *programming in progress*

20d. *programming in progress*

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.)

There are three approaches to the teaching and learning of English as a New Language that the Department of English Language Learner Support Services (DELLSS) supports. The first approach is a constructivist approach in which teachers and students are partners in the creation of knowledge. The second approach is a collaborative team based approach in which teachers of ELLs become partners with teachers of special education and teachers of general education students. In this approach, teachers are taught to view themselves as part of a larger instructional team. The third approach is a reflective teaching approach in which teachers are taught to think critically about their teaching practices in order to affect change. Reflective teaching encourages teachers to keep effective teaching strategies and to discard ineffective teaching strategies. All ELL personnel in the school will be exposed to constructivist, collaborative, and reflective teaching practices as part of the professional development plan. All teachers of ELLs are regularly informed of PD opportunities offered through the DELLSS.
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?

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

PS 4R has implemented the GoMath curriculum at all grade levels, PreKindergarten through Grade Five. PS 44R has implemented ReadyGen at all grade levels, with the exception of the Dual Language program. ReadyGen and GoMath are aligned to the Common Core standards. In the Dual Language program, StoryTown / VillaCuentos is used in Kindergarten and Grade One. The teachers have worked to align the bilingual literacy curriculum to the Common Core. In Grades Two, Three, and Four, Journeys / Senderos is used as the bilingual literacy curriculum for the Dual Language program. Journeys / Senderos is aligned to the Common Core.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

This plan is in progress as we are continuing to register students and to organize classes for the 2015-2016 school year.

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?
Annual individual meetings for parents of ELLs will be scheduled during the Tuesday afternoon sessions that are set aside for parent engagement activities, and at times that are convenient to the parents. Morning appointments and afternoon appointments will be made available. Mrs. McGarry can provide interpretation and translation in Spanish and the Translation and Interpretation Unit will be utilized for language access to Arabic, Yoruba, and Chinese.
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.
Mrs. McGarry will keep a log of the outreach to parents of ELLs that she conducts over the course of the school year. The ELL Parent Outreach Log will be kept on file in Mrs. McGarry's classroom.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are included in all of the parental involvement activities at the school. In the Dual Language program, parent workshops for both parents of ELLs and parents of EPs are offered throughout the school year. The 2015-2016 school year marks the first year that the Dual Language Parent Council will meet once a month to discuss concerns, celebrate successes, and consider future directions for the Dual Language program. Parents of ELLs in the Freestanding ENL program are invited to attend a series of parent workshops throughout the year.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 44R is proud to partner with Calgary Church to provide adult ESL classes. One of the teachers in our Dual Language program, Mrs. Suarez teaches adult ESL classes at Calgary Church after the regular school day has ended.
5. How do you evaluate the needs of the parents?
The Parent Coordinator, Mrs. Wonda Williams, has created a survey that is sent to parent at the beginning of the school year. This survey serves as a needs analysis for the Mrs. Williams and enables her to organize activities that are meaningful to the parents. Parents are asked to indicate whether or not they are interested in a topic. Parents are able to choose as many topics as they want. Based on the results of the survey, Mrs. Williams plans a series of workshops, family fun nights, and outreach programs.
6. How do your parental involvement activities address the needs of the parents?
There are strong lines of communication between the staff and the parents of students at PS 44. Administrators, teachers, and the Parent Coordinator all collaborate to address the needs of parents. The parental involvement activities are developed in response to the parents' wants and needs.

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.

While the intent of the LAP is to describe programs for ELLs in grades Kindergarten through Five, PS 44R was given the honor of opening up the first Dual Language Pre-Kindergarten on Staten Island. In September of 2013, PS 44R opened its first Dual Language Pre-Kindergarten class. We have maintained that Pre-Kindergarten class. In September of 2015, PS 44R opened a Kindergarten Dual Language Integrated Co-Teaching (ICT) class. We have expanded our Dual Language ICT strand to Grade One. The Dual Language ICT strand serves to make Dual Language education accessible for a wider range of students.

School Name: **Thomas C. Brown**

School DBN: **31R044**

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)
Joseph A. Miller	Principal		9/15/15
Sarah L. Hamilton	Assistant Principal		9/15/15
Wonda Williams	Parent Coordinator		9/15/15
Elba McGarry	ENL/Bilingual Teacher		9/15/15
Marilyn Thomas	Parent		9/15/15
M. Cecilia Chau/ Dual Lang.	Teacher/Subject Area		9/15/15
	Teacher/Subject Area		9/15/15
	Coach		9/15/15
	Coach		9/15/15
	School Counselor		9/15/15
	Superintendent		9/15/15
	Borough Field Support Center Staff Member _____		9/15/15
Richard Perez	Other <u>School Psychologist</u>		9/15/15
	Other _____		9/15/15
	Other _____		9/15/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R044** School Name: **Thomas C. Brown**
Superintendent: **Mr. Lodico**

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.

Quantitative methodologies were used in the needs analysis of translation and interpretation services at PS 44R. Three sources of quantitative data that inform this particular needs analysis are: (1) Home Language Identification Surveys (HLIS), (2) Student Emergency Contact Cards, and (3) ATS reports. In particular, the RAPL (School Level Adult Preferred Language Report) and the RADL (School Level Adult Detail Report) were utilized. Based on the information provided in the Home Language Identification Surveys, the Student Emergency Contact Cards, the RAPL report, and the RADL report, the largest translation and interpretation need continues to be Spanish. A review of these data sources reveals that Urdu and Haitian Creole are also preferred languages among our parents. Of the 62 English Language Learners at PS 44R, 56 students have Spanish as a native language, 1 student has Yoruba as a native language, 1 student has Chinese as a native language, and 4 students have Arabic as a native language. However, we recognize the reality that although a child may be a former ELL or may have never received ESL services, that child's FAMILY may indeed speak a language other than English. We will continue to make very effort to communicate with all of the parents in our community.

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.

English and Spanish dominate the parents' preferred languages for both written and oral communication. In addition to Spanish, our parents indicated that there is a need for written and oral communication in the following languages: Arabic, Urdu, Chinese, Haitian Creole, and Yoruba.

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.)

The long-standing policy at PS 44R has been to send home all school level documents in both English and in Spanish, in recognition of the tremendous Spanish speaking community that our school serves. We plan to continue this policy of sending home all school level documents in English and in Spanish. In addition, any phone blasts that are sent out at a school level are spoken in English and in Spanish. In our Dual Language Department, all student level documents are sent home in English and in Spanish. We consider school level documents to be : newsletters, calendars, parent-teacher conference announcements, after-school program information, any information sent home regarding New York State Testing, and letters from the school leadership. We consider student level documents to be communication between individual teachers and their students. We will work to ensure that we call upon the services of the Translation and Interpretation Unit for communication with parents in Urdu, Arabic, Yoruba, Haitian Creole, and Chinese. We will make every attempt to send out documents to be translated into Urdu, Arabic, Yoruba, Haitian Creole, and Chinese ahead of the time that we plan to send out the English version. As much as we can, we plan to have both the English document and the preferred native language document sent out to parents at the same time.

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.

We are looking forward to our Curriculum Night, scheduled for the evening of Thursday, September 17, 2015. There will be three additional parent-teacher conferences: one in November (either November 4 or November 5), one in March (either March 2 or March 3), and one the evening of on May 12, 2016. We are also looking forward to hosting our monthly PTA meetings. Informal meetings with parents tend to occur in one of three venues: a parent workshop, a parent meeting, or a parent appointment. Teachers, supervisors, guidance counselors, and the attendance teacher all make phone calls to parents.

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.

Any document that needs to be translated into Spanish will be done in-house by a member of the school staff. Translation of documents into Yoruba, Arabic, Urdu, Haitian Creole, and Chinese will be done by the Translation and Interpretation Unit. We will strive to send documents to the Translation and Interpretation Unit two weeks ahead of when we need the documents back in order to send a document to the parents in their preferred native language. We will ask our in-house Spanish translators for assistance two weeks ahead of when we need the documents back.

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.

Accordingly, numerous faculty members who speak both Spanish and English are on call during parent teacher conferences to provide interpretation. Additionally, during the 2015-2016 school year, PS 44R has engaged the services of The Big Word. The Big Word is a company that provides simultaneous translation to the large Spanish speaking community at PS 44R. At each PTA meeting, Open School Night, and large school events, an interpreter (who is fluent in Spanish and English) is present. The interpreter speaks Spanish into a microphone while the meeting is conducted in English. There are 25 headsets available to Spanish speaking parents, who can utilize the headsets to listen to the simultaneous interpretation. The Parent Coordinator meets with the translator before each event and provides copies of any handouts. This allows the interpreter to be familiar with the content of the meeting ahead of time. These oral interpretation options will be available at all parent meetings and workshops. Parents are also provided with these options for individual meetings. The Yoruba speaking family brings an interpreter with them when they attend parent meetings. The Haitian Creole speaking family brings an interpreter with them when they attend parent meetings. The Urdu speaking families also bring an interpreter with them when they attend parent meetings. The interpreters for the Yoruba, Haitian-Creole, and Urdu families are adult family members or friends. No students are asked to translate during meetings about student progress or achievement. Should the Yoruba, Haitian Creole, or Urdu families need interpretation, our faculty will call the Translation and Interpretation Unit for assistance. The Translation and Interpretation Unit will be called to assist with the Chinese speaking and Arabic speaking families. We have also given a School Staff Language Survey (based on the sample in the Language Access Coordinator's Handbook) to each staff member in order to ascertain if staff members can assist with the translation and interpretation of languages other than Spanish. Every effort is made to communicate with the parents in their native language.

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.)

A letter, based on the sample staff letter in the Language Access Coordinator's Handbook, was given to each staff member. This letter explains the importance of language access for parents, details the translation and interpretation services available, and provides information about city level, school level, and student level documents to be translated. Reminders about the importance of language access for parents will be discussed with faculty members at faculty meetings periodically throughout the year.

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

The Welcome Poster is prominently displayed outside of the main office. There are Language ID Guides present at the security desk and in the main office. The Parents' Bill of Rights and the Parents' Guide to Language Access will be sent home to families via their children's backpacks. Copies of the Parents' Bill of Rights and the Parents' Guide to Language Access will also be available during each of the Parent Teacher Conference meetings.

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)

We will send out a brief survey to the parents in January as a mid-year check on the quality and availability of services. We also take attendance at parent meetings and workshops. If we find that parents from our Yoruba, Arabic, Chinese, Urdu, and Haitian Creole families are not attending meetings, it could be a red flag that we are not providing proper language access for these families.