



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**School Name:**                       **P.S. 044 DAVID C. FARRAGUT**

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

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: CS44 School Number (DBN): 12X044  
Pre-Kindergarten , Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade

Grades Served: \_\_\_\_\_

School Address: 1285 Prospect Avenue Bronx New York 10457

Phone Number: 718-583-2360 Fax: 718-901-4068

School Contact Person: Melissa Harrow Email Address: mharrow2@schools.nyc.gov

Principal: Melissa Harrow

UFT Chapter Leader: Christine Wutz

Parents' Association President: Janae Sapp

SLT Chairperson: Vacancy

Title I Parent Representative (or Parent Advisory Council Chairperson): Maria Lopez

Student Representative(s): .

**District Information**

District: 12 Superintendent: Rafaela Espinal

Superintendent's Office Address: 1970 West Farms Road Bronx New York 10460

Superintendent's Email Address: [respina@schools.nyc.gov](mailto:respina@schools.nyc.gov)

Phone Number: 718-328-2310 Fax: 718-542-7736

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz

Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx, NY 10458

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[Jruiz2@schools.nyc.gov](mailto:Jruiz2@schools.nyc.gov)

Director's Email Address:

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718-828-7776/(718) 741-8895

(718) 828-6280

Phone Number:

Fax:

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Melissa Harrow	*Principal or Designee	
Christine Wutz	*UFT Chapter Leader or Designee	
Janae Sapp	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Maria Lopez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Martha Garcia	Member/Parent	
Angela Viverito	Member/Parent	
Christina Rondon	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Salina Lopez	Member/Parent	
Danielle Tomaselli	Member/UFT	
Suri Barnes	Member//UFT	
Olga Faust	Member/UFT	
Kimberly Ross	Member/UFT	
Rachel Hirsch	Member/UFT	
	Member/	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

#### **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.

## **Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

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

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

We have strategic partnerships to help support our academic and social emotional growth of scholars. CS44 is affiliated with Teachers College Reading and Writing Project, Lucy West's Metamorphosis, Experience Corps, Roots of Empathy, and My Own Book program. This is aligned directly to the elements of Collaborative Teachers and Rigorous Instruction in the Framework for Great Schools.

CS44 is meeting targets for student progress and student achievement and approaching targets for closing the achievement gap and school environment as evidenced by our designation of "meeting target" for student progress and student performance on our School Quality Guide. While we have been identified as a Focus School, we are making progress as defined by NY State based on data from the 2013-14 school year as well as the Performance Index for all the accountability subgroups in ELA and math. We did not make adequate progress in 2012-13 and are located within a Focus district.

During SY2015-16, we saw the following results on NY ELA and Math Tests:

	Level 1	Level 2	Level 3	Level 4	Level 3+4
ELA	47.8	37.7	13.0	1.4	14.5
Math	47.5	34.0	11.3	7.1	18.4

Across the board, we saw a small increase in our Level 1 scholars as compared with our scores from SY2014-15.

Within the Framework for Great Schools, we have been focusing our efforts on Rigorous Instruction, Collaborative Teachers, and Supportive Environment. During SY15-16, we have decided to focus our attention on ensuring that every scholar in our community gets a strong core instructional program. To make this happen, we have created CS44 Instructional Non-negotiables along with a school-wide schedule for all instructional areas. We have also redesigned our professional development time to allow our staff members to collaborate around curriculum and student work products.

## 12X044 School Information Sheet

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our 2014-15 Quality Review rating for 1.1 Curriculum was Developing. It was noted that the school is strengthening its curricula planning to increase rigor in academic tasks in teacher-developed instructional units and in Common Core aligned English language arts and math assessments in order for lessons to consistently promote higher levels of thinking and cognitive engagement for all students. In our School Quality Guide for 2013-14, we are “approaching target” for closing the achievement gap.</p>		

**Part 2 – Annual Goal**

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 100% of teachers in CS44 will use the Tier 1 instructional program (Teachers College Reading and Writing/Go Math) to fidelity resulting in a 3% increase in student progress in ELA and Math scores on the State Test.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Instructional support team will create a master document that details instructional expectations for each component of balanced Literacy and Math instruction.</p>	<p>All teachers</p>	<p>On going</p>	<p>Administration Achievement coaches  External support staff</p>
<p>Staff will receive training on the instructional document</p>	<p>All teachers</p>	<p>June 2015-2016</p>	<p>Administration</p>

in June of 2015, September of 2015 and throughout the year.			Achievement coaches
Partnership with TCRWP and Metamorphosis will provide on site professional development and coaching to teachers to help them implement school-wide instructional expectations. Special considerations will be made for ELLs and SWDs.	All teachers	September 2015-2016	External support staff Achievement coaches
Administration will monitor implementation and provide feedback to teachers and achievement coaches to support full implementation in classrooms via Advance and classroom and school-wide learning walks. We will check in on the learning of ELLs and SWDs during observations.	All Teachers	On going	Administration
School-wide schedule will be developed that includes component level detail – Guided Reading, Shared Reading, Guided Math Strategy groups based on student performance data. ELLs and SWDs will be in these groups.	Adminis-tration	September 2015-2016	Administration
Small group instruction will happen daily and teachers will maintain records detailing progress of moving all groups of students, including ELLs and SWDs.	All teachers	September 2015-2016	Teachers
Achievement data will be shared with parents.	All teachers	September 2015-2106	Teachers
We will departmentalize grades 3, 4, 5 for ELA and Math to allow teachers to better target the instructional needs of scholars.	Teachers	September 2015-16	Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title I SWP/Tax Levy Funding for Two School-Based Achievement Coaches											
P/F Set-aside for partnerships with TCRWP and Metamorphosis											
<b>Part 4b.</b> 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	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, 100% of teachers in CS44 will use the Tier 1 instructional program (Teachers College Reading and Writing/Go Math) to fidelity resulting in a 1.5% increase in student progress in ELA and math scores on classroom assessments.											
<b>Part 5b.</b> 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>CS44 has been working with our PBIS system for four years. We have worked to develop a more inclusive and positive school culture by establishing school-wide expectations. We are finding that these expectations are meeting the needs of 80% of our scholars. We need a system to help us understand how to better support the social and emotional needs of scholars who are not fully meeting school-wide behavioral expectations. We are hoping a data system will help us better understand the infractions and allow us to develop action plans based on the needs of the scholars.</p> <p>2/3 of our OORS incidents are associated with 11 scholars who have repeated occurrences. In our 2013-14 School Quality Guide, we are “approaching target” for school environment.</p>		

**Part 2 – Annual Goal**

<p>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 1b, and be written as SMART–Specific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, CS 44 will incorporate a School Wide Information System that will support our existing PBIS program in monitoring and assessing behavior that impact learning, as represented by at least a 10% decrease in OORS incidents from 2014-15.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Purchase and/or develop a data system for full implementation in September</p>	<p>All teachers</p>	<p>September 2015-16</p>	<p>Administration  PBIS Team</p>
<p>PBIS Team will train CS44 Staff on the use of the system</p>	<p>All Teachers  PBIS Team</p>	<p>September 2015-16</p>	<p>PBIS Team  All Teachers</p>
<p>Teachers will input incident data into the system on a daily basis as events occur</p>	<p>All Teachers</p>	<p>September 2015-16</p>	<p>All Teachers</p>

PBIS Team will monitor and analyze data from the system bi-weekly at team meetings and take necessary actions	PBIS Team	September 2015-16	PBIS Team
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PBIS Team meetings will be funded with Title 1 SWP funding											
<b>Part 4b.</b> 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		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, CS 44 will incorporate a School Wide Information System that will support our existing PBIS program in monitoring and assessing behavior that impact learning, as represented by at least a 5% decrease in OORS incidents from 2014-15											
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our 2014-15 Quality Review rating was developing. It was noted that although the school is prioritizing professional development activities for using common assessments to monitor student progress and for informing curricular and instructional adjustments to address the needs of all students, the use of assessment results, ongoing checks for understanding, and student self-reflection varies across classrooms. As a result, common assessments aligned to curricula and daily assessment practices are not fully established, so that effective adjustments are not made to meet all learners’ needs.</p> <p>In our School Quality Guide for 2013-14, we are “approaching target” for closing the achievement gap.</p>		

**Part 2 – Annual Goal**

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, teachers will engage in professional learning opportunities to analyze student work, inform instruction and ensure alignment of CCLS and unit expectations to meet the individual needs of students and groups of scholars as measured by a 3% increase in student progress for our lowest third on ELA and Math on NYS Exams.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>We have departmentalized our grades 3, 4, 5 to allow teachers to grow their content expertise in an effort to ensure scholars receive the highest quality instruction available.</p>	<p>Teachers</p>	<p>September 2015</p>	<p>Achievement Coaches  Administration</p>
<p>Teachers will meet in both vertical (ELA and Math) and grade teams on a weekly basis and use the protocols provided to examine evidence of the impact of their pedagogical practices in student work.</p>	<p>Teachers</p>	<p>September 2015-16</p>	<p>Teachers  Achievement Coaches  Administration</p>

Grade teams will follow protocols that push them to identify and celebrate best practices while also identifying areas of support and implications for instructional next steps.	Teachers	September 2015-16	Teachers Achievement Coaches Administration
Two instructional coaches assigned to grade bands (PreK-2, 3-5) will support professional learning of all staff members focused on meeting the needs of all learners.	Teachers	September 2015-16	Teachers Achievement Coaches Administration
Departmentalization will allow teachers to strategically group scholars in various instructional groups to help support differentiated instructional practices.	Teachers	September 2015-16	Teachers Achievement Coaches Administration
As required, teachers will work with grade teams to make modifications to align curriculum based on the cycle of inquiry and their knowledge and understanding of CCLS.	Teachers	September 2015-16	Teachers Achievement Coaches Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Achievement Coaches will be funded with Tax Levy/Title 1 Funding.											
<b>Part 4b.</b> 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		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers will engage in professional learning opportunities to analyze student work, inform instruction and ensure alignment of CCLS and unit expectations to meet the individual needs of students and groups of scholars as measured by a 1.5% increase in student progress for our lowest third on school-wide assessments.

**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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our current student performance is 17% of scholars meeting CCLS expectations. In order to maximize time spent on improving student outcomes, we need to create a more comprehensive data system that will allow us to triangulate student performance and teacher performance. This will allow us to monitor and revise school-wide plans in an effort to ensure that our school-wide work is impacting student achievement.</p> <p>In our School Quality Guide for 2013-14, we are “approaching target” for closing the achievement gap.</p>		

**Part 2 – Annual Goal**

<p>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 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, CS44 administration will host four retreats with our Instructional Cabinet to analyze real-time data to measure the effectiveness of our SCEP implementation and determine next steps. This will result in a .10 increase in overall teacher performance ratings in Advance.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The Instructional Cabinet will analyze data on student behavior, teacher performance, and student achievement during retreats.</p>	<p>Administration</p>	<p>September 2015-16</p>	<p>Administration</p>
<p>We will develop an internal data system with our data specialist to track student and teacher performance data.</p>	<p>Administration</p>	<p>September 2015-16</p>	<p>Administration Data Specialist</p>
<p>The Instructional Cabinet will make short-term goals to make improvements to the data.</p>	<p>Administration</p>	<p>September 2015-16</p>	<p>Administration</p>

The Instructional Cabinet will compare data gathered to the SCEP to determine school-wide impact on improving student achievement and to revise action plans.	Administration	September 2015-16	Administration
Achievement coaches will maintain a log of their work with teachers, including concrete action steps for instructional goals. This log will be accessible to CS44 administration and Achievement Coaches only.	Administration	September 2015-16	Administration
Feedback from instructional cabinet meetings, including success and next steps aligned to the instructional vision, will be shared with the entire staff through written communications and staff meetings. Any necessary action steps will be taken.	Administration	September 2015-16	Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Purchase of FileMaker Pro to support data system											
Data specialist funding											
<b>Part 4b.</b> 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		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By June 2016, CS44 administration will host four retreats with our Instructional Cabinet to analyze real-time data to measure the effectiveness of our SCEP implementation and determine next steps. This will result in a 10% increase in overall teacher performance ratings in Advance.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>On our 2013-14 NYC School Survey, 47% of parents agree and 50% strongly agree that the school keeps them informed about what their child is learning.</p> <p>On our 2013-14 NYC School Survey, 46% of parents agree and 42% strongly agree that the school communicates to them and their child what they need to do to prepare for college, career, and success in life after high school.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, CS44 will offer parent workshops based on surveys during Tuesday afternoon sessions which will result in a 5% increase in parents strongly agreeing with the question that “the school communicates to them and their child what they need to do to prepare for college, career, and success in life after high school” on the NYC School Environment Survey.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Survey will be provided to parents by grade level to determine what supports they would like to help support their child at home.</p>	<p>Parents</p>	<p>September 2015</p>	<p>Classroom teachers  Parent Coordinator</p>
<p>Survey results will be analyzed by grade teams and Parent Coordinator.</p>	<p>Grade teams  Parent Coordinator</p>	<p>October 2015</p>	<p>Administration</p>
<p>Each grade will create a monthly newsletter that includes information about</p>	<p>Grade teams  Parent Coordinator</p>	<p>September 2015-June 2016</p>	<p>Grade teams  Achievement Coaches</p>

the curriculum, events, and showcases student achievement.			
Grade teams will plan events and outreach calls will be made to families via Blackboard Connect to remind families of the school events.	Grade teams Parent Coordinator	September 2015-June 2016	Grade teams Administration
Scholars will create personal invites in their classes to take home. As part of the workshop, scholars will “showcase” their work to encourage parent attendance.	Grade teams Parent Coordinator	September 2015-June 2016	Grade teams Parent Coordinator
Classes will the highest parent attendance at workshops will receive an incentive.	Teachers	June 2016	Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Blackboard Connect											
<b>Part 4b.</b> 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		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, CS44 will offer at least two parent workshops per grade for a total of 12 workshops.
<b>Part 5b.</b> 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

## Section 7: Title I Program Information

### Directions:

- 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.
Professional development opportunities through a partnership with Teachers College Reading and Writing Project,, Metamorphosis, and our in-house achievement coaches will allow staff to build capacity
<ul style="list-style-type: none"><li>•Administration will provide frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps</li><li>•CS44 will become a learning community where teachers are empowered as professionals to engage in dialogue with their colleagues about pedagogical practices</li></ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
At CS44, we are continually seeking out knowledge to help build our understanding of the CCLS. We are working on internal study groups and participating in external study groups with other schools. We frequently attend workshops outside of CS44 and turkey the information during staff development and lunch and learns

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Part 4: SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).
We are in the process of aligning our PreKindergarten curriculum with the Common Core expectations. PreKindergarten teachers participate in all K-5 CCLS Professional Development and share best practices with our elementary school teachers

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers participated in a committee to select the assessment programs that were aligned with our curriculum and the CCLS. We are using multiple data points and creating data action plans to really understand the individualized needs of each of our scholars. Our in-house achievement coach and data specialist are supporting teachers to analyze the results and plan for instruction.

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

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
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	\$262,333	X	Pg 10-24
Title I School Improvement 1003(a)	Federal		X	
Title I Priority and Focus School Improvement Funds	Federal	\$65,187	X	Pg 10-24
Title II, Part A	Federal	94,343.00	X	Pg 10-24

Title III, Part A	Federal		X	Pg 10-24
Title III, Immigrant	Federal	11,200	X	
Tax Levy (FSF)	Local	\$1,697,719	X	Pg 10-24

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

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**Parent Involvement Policy (PIP) Template**

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **CS44**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **CS44** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school

surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC) Template

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

#### 1. **School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **2. Parent/Guardian Responsibilities:**

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

## **3. 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>CS 44 David C. Farragut</u>	DBN: <u>12X044</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>36</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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>1</u>
# of certified ESL/Bilingual teachers: <u>1</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: \_

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

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

- Subgroups and Grade Levels of Students to be Served:

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

- Schedule & Duration:

The program will begin on November 5, 2014 and will run until June 11, 2015. It will take place two days a week on Wednesdays and Thursdays, starting afterschool at 2:35pm and concluding at 4pm.

Wednesdays will service ELL scholars grades kindergarten, first, and second. Thursdays will service ELL scholars grades third, fourth, and fifth.

- Language of Instruction:

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

- Number of Certified Teachers:

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

- Types of Materials:

## Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

## Part C: Professional Development

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

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

Begin description here: \_

-Rationale:

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

During the school year, at least two professional developments will be given to the C.S. 44 staff that focus specifically on English Language Learners. The professional developments are scheduled to take place during Monday professional development hours and will last 80 minutes. Topics that will be covered during the Title III professional developments are; understanding the struggles of an ELL, methods on how to incorporate current technology applications and programs through the use of iPads to support ELL scholars, how to better differentiate for an ELL, along with strategies that teachers can use in the classroom.

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

- Teachers to Receive Training:

### Part C: Professional Development

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

-  
-Schedule & Duration:

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

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

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

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

-  
-Topics to be Covered:

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

-  
-Name of Provider:

Ms. Gardet, certified ESL teacher

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_

- Rationale:

C.S. 44 hopes to encourage parent involvement in scholar's academic careers. We have selected specific times dedicated to open communication, teach parents how to use iPad technology to support student growth at home, give parents more information, and allow them to share in an academic experience with their children. We believe that through continuous involvement, parents will be more adept to participate in their child's school life.

- -Schedule & Duration:

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

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

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

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

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

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

**Part D: Parental Engagement Activities**

their child.

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

- Name of Provider:

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

- How Parents will be Notified of These Activities:

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

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>12</b>	Borough <b>Bronx</b>	School Number <b>044</b>
School Name <b>David C. Farragut</b>		

### 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 <b>Melissa Harrow</b>	Assistant Principal <b>Christina Costanz</b>
Coach <b>Suriyati Barnes</b>	Coach <b>Elsie Acosta-Figueiroa</b>
ENL (English as a New Language)/Bilingual Teacher <b>Juan Morales</b>	School Counselor <b>Christina Domenech</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Aritza Verdejo</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Rafaela Espinal</b>	Other (Name and Title) <b>type here</b>

### 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	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>263</b>	Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	27	<b>Newcomers</b> (ELLs receiving service 0-3 years)	26	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	25		5	2						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

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

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

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

### Freestanding English as a New Language

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

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

## 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
<b>Entering</b> (Beginning)		1	1			3								0
<b>Emerging</b> (Low Intermediate)		1	1	4	1	2								0
<b>Transitioning</b> (High Intermediate)		1	1		1									0
<b>Expanding</b> (Advanced)		4		2		3								0
<b>Commanding</b> (Proficient)				1		1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	0
4	5	1	0	0	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	3	0	0	0	0	0	0	0	0
4	4	0	2	0	0	0	0	0	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	2	0	5	0	1	0	0	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 At C.S 44 we use Fountas and Pinell as well as Teachers College in order to assess the early literacy skills of our ELLs. The insight this data provides to the staff is information regarding the student's level of reading comprehension, fluency, reading accuracy, and letter/word recognition. This data is very influential in regards to our schools instructional plan because, it allows teachers to see students strengths and weaknesses in order to devise the most beneficial educational plan for ELL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across performance levels reveals students in the upper grades are in need of more support in language acquisition, reading, and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school utilized the AMAO report to project our status through the 2016-2017 school year. The AMAO data reveals the academic achievement of specific sub-groups of students like the NYCESLAT proficiency and progress, sife status, and home language.
- 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?
 The patterns across performance levels and grades show language acquisition is still developing. ELL students who are entering or emerging are performing significantly lower in English as compared to their home language. Students who are proficient in both languages are doing just as well as they do in English as they do in their home language. The school is learning how to utilize the data provided in order to make better instructional decisions, interventions, and strategies. Home language is used as a scaffold in order to bridge the gap of communication.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Our RtI framework is inclusive of all scholars. We have a school-wide screener that is used to identify scholars who are at risk. We have a part-time AIS provider who provides services to scholars who are in need of academic supports. We are also working to strengthen Tier One instruction within the building by implementing school-wide instructional non-negotiables.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Through differentiation, and knowing who your students are (socially/academically) we make students new language development is considered in instructional decisions.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Analyzing school wide data, reviewing state scores, Fountas and Pinell, against benchmarks to understand where students are, and where they should be.

## 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.  
The steps for the initial identification is as follows; if the student is new to DOE, entering kindergarten, or has a lapse of two continuous years in a New York State School he or she is administered the HLIS upon registration by a trained ESL or Bilingual education pedagogue. If the home language is English then the process stops and the child is not an ELL. If the home language is other than English the Parent is interviewed in English or the parents preferred language of communication. The student is also given an informal interview/assessment. If applicable trained pedagogue should review student work, or IEP, potential SIFE status should also be determined. After the informal interviews and review of student work, or IEP if applicable, the trained pedagogue determines if the student is eligible for the NYSITEL . If the student is not eligible the ELL identification process stops, and if parents choose they may request re-identification within forty five days. If a student is eligible for the NYSITEL and scores below cut score student is an ELL, if they score above the cut score the ELL identification process stops.
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).  
Detecting SIFE students begins with the completion of the HLIS. Then all of the same steps are followed for determining an ELL. If there are signs within the ELL identification process, in which suggests students has had interrupted formal education (grades 3-9) proceed with SIFE identification process. The SIFE identification process includes the trained pedagogue to administer the oral interview questionnaire, and the Lens ( for those who speak Creole, Spanish, Arabic, Bengali, Chinese, and Haitian). As stated in CR part 154 schools have up to one year to make a final determination of SIFE status, therefore the 30 day SIFE identification may be modified.
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).  
For students with an IEP and their home language is other than English the LPT must be in accordance. The LPT then reviews evidence of the student's English language development. Next, the LPT can or cannot recommend the student take the NYSITELL. If they do not recommend so, the LPT team's recommendation is reviewed by the principal. If the principal also recommends the student does not take the NYSITELL the superintendent or designee determines if the student is recommended to take the NYSITEL, and the parent or guardian is notified. Upon review if the recommendation is still denied the ELL identification process stops. If the LPT, principal, or superintendent does recommend that the NYSITEL is administered, then ELL identification procedure continues.
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.  
Our school has a set system in which all compliance dates are met. There are calendars and notes posted in order to remind appropriate staff, and ensure all tasks are done in a timely manner. Once the NYSITELL is administered and scored entitlement or non-entitlement letters are sent home with the child as well as mailed in order to ensure that all compliance rules are met.

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).  
Parents are informed about their right to appeal ELL status within 45 days of enrollment through the explanation of the identification process. Secondly, through oral and documented information parents receive the information they need to go about this process if their child has been misidentified as an ELL or non-ELL student.
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.  
The focal point of mandated parent orientation which occurs in early September is to ensure parents understand all three program choices through the use of the Department of Education video describing each of the three programs which is available in thirteen languages. Print outs are also distributed explaining each the three different programs, and is also available in the parents' home language. Succeeding the video parents are strongly urged to ask questions, and they are also provided with a Parent Survey and a Program selection form in order to select the program they feel will best accommodate their children. The forms are then collected, placement is made, and copies are made for the schools files.
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.  
At CS 44 we reach out to parents by sending out reminder notification. If that is unsuccessful we can engage in contacting the parent directly during dismissal or via a phone call.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our school monitors the Parent Survey and Program selection forms by routinely checking files. If parent forms are not completed outreach strategies must be used ( phone call ).
9. Describe how your school ensures that placement parent notification letters are distributed.  
Parent notification letters are distributed in generally three ways to ensure that the parent has access to this form. First, the form is sent home with the student in his or her homework folder. Secondly, the form may be distributed during dismissal in order to better secure that the letter has been received. If the parent or guardian is typically not at dismissal arrangements may be made so he or she is emailed the form.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All forms are retained, copied, and stored in a designated secure location in order to ensure proper and safe documentation storage. Forms may be located in student's cumulative folders or in the appropriate document storage file cabinet or binder according to the specific document.
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.  
The NYCESLAT is administered to all ELLs in grades k to 12. CS 44 follows the protocol of the New York State Department of Education in order to administer the tests in the proper fashion. Administration of the NYCESLAT takes place from mid-April to mid-May. The first few weeks of testing is dedicated to solely to the speaking section. The final two weeks are dedicated to the other three sections as well as those students who were not administered the speaking section during the last two weeks.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
At CS 44 we ensure that continued entitlement and transitional support parent notification letters are always distributed, especially in a timely manner because we strongly believe that keeping parents informed about their children's status is essential. Notification letters are always sent home with the child in English and the parents or guardian home language. Additional copies can also be distributed during dismissal, or via email upon parent's request.
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 selection of the ENL model by parents is an ongoing trend. Our ENL program is one that is typically selected by parents, which also coincides with parent requests.

## 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.  
C.S. 44 implements the self-contained ESL instructional model. The ESL program follows the push-in model.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
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)?  
The only ESL program offered by C.S. 44 is the push-in program. Two units of ESL instruction per week (360 minutes) are used to assist ELL students who are at the beginner and intermediate levels. Those ELL students who are at an advanced level receive only one unit of ESL instruction per week (180 minutes). To assist the classroom teacher, the ESL teacher works with the classroom teacher to deliver proper 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.  
To assist making the classroom environment more conducive and comprehensible in subject areas such as Mathematics, Social Studies, and Science, C.S. teachers collectively utilize prosperous tactics and methodologies. Strategies to foster learning include Cognitive Academic Language Learning Approach (CALLA) and Total Physical Response (TPR). Furthermore, internet sources and technological media is provided to students as a visual aid to prompt learning. Kinetic activities, the usage of manipulatives, and substances relating to particular units of study are also utilized. The ESL teacher also works cooperatively with the classroom teacher to develop proper techniques to deliver instruction to tailor to all of their students needs.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
As soon as a child begins to enroll in C.S. 44, the ELL students are assessed in their native language. If the student is proficient in Spanish, they are administered the Spanish LAB. Native language is not assessed any further due to the fact that classroom instruction is only delivered in English. There is no Transitional Bilingual program or Dual Language program offered by C.S. 44.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
In order to monitor the acquisition of English, in-house assessments and observations are given periodically throughout the year. to question here:
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 statusTo provide adequate instruction for ELL students, C.S. 44 uses a blended model of instruction. This blended model allows C.S. 44 the opportunity to target the specific needs of each ELL student, and tailor instruction for each individual child. Beginners and newcomers to the school acquire certain periods of pull-out instruction.
  - a) Currently C.S. 44 does not have any SIFE students enrolled.
  - b) Newcomers receive intensive support from the ESL and classroom teacher as soon as they are enrolled. We provide the students with sentence starters, graphic organizers, visual aids, and content vocabulary to aid the student to engage in conversation. Also, with the use of Title III funding, C.S. 44 provides after school programs for newcomers.
  - c) Students who have been receiving ESL services for 4-6 years are provided with extra tutoring and programs tailored for their individual needs. C.S. 44 does not have any students who have been receiving services for 6+ years.
  - d) There are no long term students currently enrolled.
  - e) Former ELLs who have tested proficient in the NYSELAT are provided with additional support for the upcoming two years. They receive instruction from ESL teachers, and are provided with after school programs.
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.

To ensure the student's academic progress has not been adversely affected by the re-identification the principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the result is; the student may have been adversely affected through determination by the principal, qualified staff, and parent/guardian, th be principal must provide additional support services to the student.

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?

ELL students are immersed in the monolingual classroom where they receive ELA, math, and other content area instruction. The ESL teacher articulates with the classroom teacher and prepares the lessons which are implemented when the ESL teacher utilizes the push-in or pull out model. For students who have reached proficiency level on the NYSESLAT, two additional years of transitional support is provided. These students receive at least 90 minutes a week with the ESL teacher and articulation between the classroom teacher and ESL teacher is continuous. The testing accommodations in CR Part 154 are in place for ELL students as well.

ELL students are offered equal access to all school programs. They participate in the after school programs and extra curriculum activities. Additionally, the school has in place an after school targeted to ELL students using Title 3 funding.

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

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?

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

Chart

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

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

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

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



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

Chart

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

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

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

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

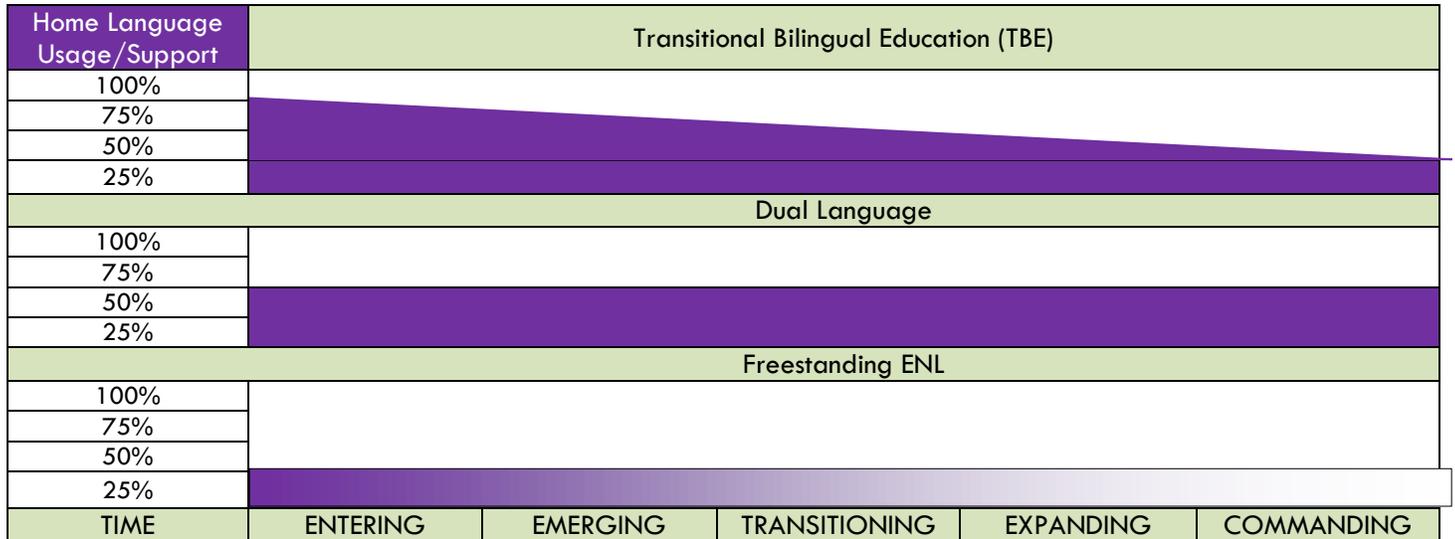


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
At C.S 44 we utilize the AIS intervention, as well as Fountas and Pinell. Literacy intervention and small group conferences are offered in English.
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 effectiveness of the National Geographic's Reach program is very high. It meets the needs of content and language development by fostering listening, writing, reading, and speaking skills. Through this program students are able to acquire CALP as well as content information.
12. What new programs or improvements will be considered for the upcoming school year?  
New programs and improvements in which will be considered for the upcoming year will be focused on acquiring additional resources in order to meet the needs of our ELL population.
13. What programs/services for ELLs will be discontinued and why?  
Not applicable
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
There is no discrimination towards ELL students. They are permitted to join any school program. After school, ELLs partake in a title 3 program catered to raising ELL test scores, and academic knowledge.
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.  
Instructional materials utilized in the school in order to support ELLs are; I pads, smart boards, computers, charts, teacher made resources, and books in many languages.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language support in our ENL program is met in various ways. It is especially needed for entering and emerging ELL students. Through the use of various media forms like books with home language and English translations, dual language dictionaries, audio/video sources, and photographs home language support is utilized to foster healthy academic growth. In our school we also pair new students with a peer that also may speak the home language in order to ease the transition to a new scholastic atmosphere.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Succeeding the initial assessments the ESL coordinator works to identify all appropriate and relevant services in order to create a schedule that corresponds to all ages and levels.
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).  
The parent coordinator orchestrates workshops, and orientations to allow parents to get familiar with school programs, expectations, and services available in and out of the school.
19. What language electives are offered to ELLs?  
None applicable.
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)?

Not applicable.

## 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.)  
The professional development plan for ELL personnel at the school is as follows; fifteen percent of the the required professional development hours for all teachers must be focused on language acquisition, and must also include best practices for co-teaching strategies and intergrating language and content instruction for English Language Learners. For all Bilingual and English as a New Language teachers, a minimum of fifty percent of the required professional development hours must be geared to language acquisition in alignment with cor content area instruction, including a focus on the best practices for co-teaching strateies and intergrating language and content instruction for English Language learners.
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?  
Collectively as a school, we have been striving to build our sudents' academic vocabulary. Our students start off in the zone of proximal development and are scaffolded until they can achieve academic independence. Also, we provide teachers with workshops that teach close reading strategies and word attacking skills. Close reading is used as a device to develop student vocabulary and access to complex text. To assist students who will be transitioning from elementary school to middle school, literacy skills are provided to aid students to read on grade level. Students must read at least 45 minutes a day while using literacy strategies to assist comprehension of the text and critical thinking. Also, students have been given a multitude of reading genres to appeal to each individual students' interests.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We communicate with the middle school staff in order to provide any documents they may need. Secondly, we also try to provide parents with additional information they may need in order to choose the right middle school for their child.
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.  
Our school provies PD cycles of professional development around ELL students in order to provide teachers with a better understanding of language acquisition and instructional strategies, in which teachers can use to support ELL's.

### 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 meetings are held in order to further discuss the goals of the program, their child's developmental progress, their child's English language proficiency assessment results, and language development skills in all content areas. This meeting should also incorporate the school staff that is necessary and able to inform the parents or guardians about the child's development in all content areas in English. This meeting is also to be orchestrated with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Attendance should also be recorded using the school's existing procedures.

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.

Records are kept by recording attendance using the school's existing procedures. Logs and sign-in sheets are two examples of many in which records are kept in our school. Copies of letters and forms are also kept for the school's records.

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

ELL parent involvement is very common in our school. The parents of ELLs are active on our School Leadership Team, they also volunteer during lunch periods. They are also immersed in our school's PTA, and book fairs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? CS 44 works does work in conjunction with other agencies and Community Based Organizations in order to provide workshops and services to ELL parents. These workshops are provided in the English as well as the parents' home language. One organization working alongside CS 44 is called Learning Leaders, this organization provides training in which prepares parents to become volunteers at our school. Parents also gain the abilities to work with their children in math, reading, and writing at home in a less successful manner, because of the training they receive through Learning Leaders. Our community based safety agency also informs parents on gang awareness/recruiting, as well as conflict resolution strategies for parents. Training in U.S. citizenship is also provided through volunteers in order to aid any parents in attaining their citizenship.

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

Parents' needs are evaluated through various surveys administered throughout the year, and most specifically parents at the beginning of the year. In these surveys parents are asked to provide their preferences for services and workshops. Then the parent coordinator and additional staff organize activities tailored to meet the needs of the parents. Following the closure of each workshop or activity parents are strongly urged to provide feedback and suggestions in order to improve each workshop or activity as the year goes on. The PTA also follows a mirroring system in which the Parent coordinator and PTA work closely.

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

Parental involvement activities are specifically addressed to meet the needs of the parent, by keeping them informed about school services in which are provided to aid student and parent progression. Through PTA meetings, SLT meetings, and afterschool events parents are provided with a plethora of useful information, in which keeps parents notified about the goals of the school and student achievements. Documents distributed are also translated to meet the needs of the parent; in addition our school allows parents to bring a qualified translator after they are properly signed in.

### 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.

Paste response here:



School Name: _		School DBN: _	
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)
Melissa Harrow	Principal		9/18/15
Christina Costanz	Assistant Principal		9/18/15
Aritza Verdejo	Parent Coordinator		9/18/15
Juan Morales	ENL/Bilingual Teacher		9/18/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Kim Bacot	Coach		9/18/15
Suri Barnes	Coach		9/18/15
Christina Domenech	School Counselor		9/18/15
Rafaela Espinal	Superintendent		9/18/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 12x44      School Name: CS 44**  
**Superintendent: Rafaela Espinal**

### 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](http://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

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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.

At C.S. 44 we utilize the data provided by parents to assess the language preferences in which are most suitable for them. On the HLIS questions like " In what language would you like to receive written or oral information from the school?" help educators gain a clear cut answer, of what language is best in order to communicate meaningfully, and efficiently. On Student Emergency Cards there is also a section where parents are asked "What is the parent/guardians preferred language of communication?"

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.

The preferred languages for both written and oral communication at our school are English, Spanish, Mossi/More, French, and Fulani.

## Part B: Creating a Communications Calendar

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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.)

Every year our school disseminates a multitude of information that requires translation to families throughout the school year. During the beginning of the year information on registration, health, safety/conduct, entitlement letters, and many other documents are provided with translations because it is crucial that the parents or guardians complete and understand all of the information required/needed by them. During testing seasons parents also receive all the information needed to stay informed in the language preferred. Throughout the year any additional documents required to be translated like newsletters and announcements are also disseminated to parents.

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.

At our school we will conduct many formal and informal interactions with parents during the school year because, we strongly believe in reaching strong parent and community involvement. Parent teacher conference during rescheduled dates in

## Part C: Providing Language Assistance Services

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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.

Our school meets the translation needs of parents by assessing the data inscribed by the parents/guardians of each student on documents like the HLIS, ATS, Emergency Service Contact Cards, and parent surveys. After gathering the information needed, C.S 44 staff always ensures translated documents are sent out at the same time all other documents are sent out in order to respect timey constraints. Written translation services will be provided by in house staff like the ENL coordinator and Parent coordinator.

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

If the ENL coordinator can not meet the translation needs of a parent, interpretation services will be provided by over the phone interpreters via the Translation interpretation unit.

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## Part D: Training Staff on Policies and Procedures

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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.)

At C.S 44 we will ensure that the staff is informed of how to use translation services and the over-the phone-interpretation service through staff meetings and an instructional video. Emails as well as printed copies of procedures will also be administered in order to ensure all staff is well informed of how to utilize these services.

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## Part E: Providing Notice of Language Assistance Services

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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

Once the primary language of the student is determined, the school maintains appropriate and current records for the purpose of communicating with parents. This information is maintained in ATS and on the student emergency cards. Parents of these students are provided with a copy of "Bill of Parent Rights and Responsibilities", which includes their rights regarding translation and interpretation services. This guide will be provided in the parent's language preference. Community School 44 also posts information indicating translation services on the parents bulletin board and in other visible locations in the school. Multilingual welcome signs are also posted and the language id guide is always located at the security desk and main office

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## Part F: Monitoring and Quality Control

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

Our school will use verbal feedback as well as surveys in order to gather the best feedback from parents. At C.S 44 we strongly believe that feedback is always necessary for improvement.