



P.S. 041 FRANCIS WHITE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 041 FRANCIS WHITE
ADDRESS: 411 THATFORD AVENUE
TELEPHONE: 718-495-7732
FAX: 718-346-2141

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332300010041 **SCHOOL NAME:** P.S. 041 Francis White

SCHOOL ADDRESS: 411 THATFORD AVENUE, BROOKLYN, NY, 11212

SCHOOL TELEPHONE: 718-495-7732 **FAX:** 718-346-2141

SCHOOL CONTACT PERSON: Theresa Siegel **EMAIL ADDRESS** TSiegel@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tatyanna Vostok

PRINCIPAL: Theresa Siegel

UFT CHAPTER LEADER: Sonja Hill

PARENTS' ASSOCIATION PRESIDENT: Jack Landais

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** 302

NETWORK LEADER: ROZ GERMAN

SUPERINTENDENT: Ainslie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Theresa Siegel	Principal	Electronic Signature Approved. Comments: minimal changes permission to override
Sonja Hill	UFT Chapter Leader	Electronic Signature Approved. Comments: minimal changes permission to override
Juanita Saunders	UFT Chapter Leader	Electronic Signature Approved. Comments: minimal changes permission to override
Drusilla Clemons	UFT Member	Electronic Signature Approved. Comments: minimal changes permission to override
Darrin Jenkins	UFT Member	Electronic Signature Approved. Comments: minimal changes permission to override
Delia Vargas	Parent	Electronic Signature Approved. Comments: minimal changes permission to override
Stephanie Ballinger	Parent	Electronic Signature Approved. Comments: minimal changes permission to override
Kim Williams	Title I Parent Representative	Electronic Signature Approved. Comments: minimal changes permission to override
Victoria Nelson	Parent	Electronic Signature Approved. Comments: minimal changes permission to override

Mary Brent	DC 37 Representative	Electronic Signature Approved. Comments: minimal changes permission to override
Vickie Whitney	Parent	Electronic Signature Approved. Comments: minimal changes permission to override
Tatyana Vostol	UFT Member	Electronic Signature Approved. Comments: minimal changes permission to override
Theresa Pratt	Parent	Electronic Signature Approved. Comments: minimal changes permission to override
Mary Johnson	Parent	Electronic Signature Approved. Comments: minimal changes

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS/IS 41 is a K-8 school in the Brownsville section of Brooklyn. The school currently serves over 650 students. The school provides an arts program through an Empire State grant that provides connections to the curriculum through dance, playwriting and drama in select grades. This program is carried out through a partnership with Bedford Stuyvesant Restoration. In addition, a school based arts program, provided to students in grades 3-8 introduces them to video journalism and digital media experiences. This program works intensively with several classes as well as providing a wider range of students with weekly classes in the use of digital cameras, computer graphics and other video experiences. Efforts are underway this year to provide enrichment opportunities during the day for students that have demonstrated grade level performance.

PS/IS 41 provides a morning program for students in K-8 that demonstrate the need for intervention services in reading and math. An afterschool program will be provided to provide additional support for students that have demonstrated need for assistance in reaching proficiency.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 041 Francis White								
District:	23	DBN #:	23K041	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		89.9	90.8	TBD		
Kindergarten	52	68	72						
Grade 1	77	68	88	Student Stability - % of Enrollment:					
Grade 2	93	73	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	84	88	61		93.2	89.87	TBD		
Grade 4	69	71	86						
Grade 5	92	72	65	Poverty Rate - % of Enrollment:					
Grade 6	98	93	64	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	86	99	92		87.2	80.7	92.4		
Grade 8	106	86	96						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		11	49	TBD		
Grade 12	0	0	0						
Ungraded	5	4	8	Recent Immigrants - Total Number:					
Total	762	722	695	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					1	0	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	43	49	49	Principal Suspensions	32	11	TBD		
# in Collaborative Team Teaching (CTT) Classes	10	25	36	Superintendent Suspensions	14	29	TBD		
Number all others	48	32	47						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	24	24	28	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	6	Number of Teachers	62	59	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	12	TBD
				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	66.1	69.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	56.5	62.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79	80	TBD
American Indian or Alaska Native	0.8	0.6	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.9	94.9	TBD
Black or African American	77.4	76.7	74.2				
Hispanic or Latino	20.6	21.3	22.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.6	0.6				
White	0.8	0.6	0.7				
Multi-racial							
Male	51	50.4	49.5				
Female	49	49.6	50.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Grad. Rate	Progress Target
	ELA	Math	Science	ELA	Math			
All Students	√	√	√	-	-			
Ethnicity								
American Indian or Alaska Native	-	-	-					
Black or African American	√	√		-	-			
Hispanic or Latino	√	√	-					
Asian or Native Hawaiian/Other Pacific Islander								
White	-	-						
Multiracial								
Students with Disabilities	Ysh	√	-	-	-			
Limited English Proficient	-	-	-					
Economically Disadvantaged	√	√		-	-			
Student groups making AYP in each subject	5	5	1	0	0			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	►
Overall Score	69.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	►
School Environment (Comprises 15% of the Overall Score)	6	Quality Statement 2: Plan and Set Goals	►
School Performance (Comprises 25% of the Overall Score)	14.2	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	41.8	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	Δ

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Data from the NYS Accountability and Over view report indicates student performance in both ELA and Mathematics decreased dramatically in 2009-2010. Only 21.9% of all students scored at proficiency in ELA and only 27.5% scored proficient in Math, In 08-09 these percentages were 51% and 65% respectively. Currently only 5% of students with disabilities are scoring at or above level 3 in ELA and only 2% Math. Limited English Proficient students continue to score below the proficient students in both ELA and Math. In 2009-2010, only 23% LEP scored at or above level 3 in Math and only 15% did so in ELA. (tested.) All student groups made AYP in Math. When comparing male to female student performance, there is no gender difference in Mathematics. There is however a gap of 15% in ELA, with more female students scoring level three than male students. This gap exists across all grade levels , with the largest gap occurring in the middle school grades. The student groups that did not make AYP in ELA are all students, African Americans and Economically Disadvantaged. SWD and Hispanic students made AYP in ELA through Safe Harbor and EAMO respectively. The NYC Progress Report indicates a D for student performance, clearly indicating the need to increase the percentage of students reaching proficiency.

In addition to the performance level gaps among the grades, there is a concern regarding student progress in both ELA and Math. This concern spans all tested grades. Students demonstrate varying degrees of progress that seem disconnected from particular learning environments or types of instruction. No pattern can be identified that indicates why students across a range of performance levels demonstrate varying levels of progress. Despite this disparity, the NYC Progress Report for 2009-2010 indicates a score of B for student progress with additional credit for closing the achievement gap for ELL students as well as students in the lowest third in ELA. In mathematics student progress percentage exceeds the average growth for peer and city horizon.

The Quality Review for 09-10, indicates the need to further improve the use of data, including ITA's, predictive exams and student work to target individual student needs across content areas. This includes the use of pre and post unit assessments, systematic and systemic analysis of student data, as well as improved use of the teacher observation process to improve the delivery of instruction throughout the school. In addition, professional development needs to be regularly evaluated in order to insure that it addresses the needs of the teachers while at the same time addresses the needs of all students. This in turn will address the need for teachers to provide a greater degree of differentiation to promote student achievement.

The learning environment surveys for academic year 09-10 indicate two major areas of concern. Teachers as well as students indicate the need for a higher level of school wide safety and improved discipline throughout the building. Students specifically indicate the need for higher expectations and greater academic rigor.

Attendance data for the 2009-2010 school year indicates that the school continues to struggle to attain the 90% attendance rate. This is based on several identifiable factors: middle school attendance continues to be below 90% in grades 6-8. kindergarten attendance also continues below 90%. Grades 1-5 all reached over 90% attendance. In addition, there are concerns about students with chronic attendance issues. At the end of last year, ARIS data indicated that for a number of students, focused attention by the Attendance teacher resulted in improved attendance. This is not the case for all students however and continued effort is needed. Attendance percentages for 09-10 were even lower than in previous years. Similar grades continue to show similar challenges. During 09-10, grade 8 demonstrated a very low attendance percentage, particularly as the result of a small group of students with significant social issues.

The most significant barriers to the school's continuous improvement are the high number of special needs students that are admitted to the school performing far below grade level, a continued lack of parental involvement in some areas, the loss of higher performing students to small middle schools and the ongoing challenges of time and funding to provide sufficient professional development to all staff.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By <input type="checkbox"/> June 2011, school-wide safety and respect will continue to improve as evidenced by a decrease in early childhood referrals to special education, K-8 removals to the SAVE Room and a reduction in suspensions and reportable incidents as indicated in the school's OORS reports.	<input type="checkbox"/> <input type="checkbox"/> Safety and respect will improve through the utilization of incentive programs, targeted intervention, behavioral intervention plans. This goal was developed based on the school environment survey from the last two years that indicated safety and respect were areas of concern for all constituencies. This area continues to be of concern for 2010-2011 based on learning environment surveys.
<input type="checkbox"/> Student achievement will improve in grades 3-8 as evidenced by an increase in the number of students meeting promotional criteria in ELA and Math, as well as an increase in the percentage of students reaching mastery on the appropriate ECLAS level in grade 1 and 2.	<input type="checkbox"/> Improved use of Achieve 3000 for SWD in grades 3-8 will improve the performance levels of both lower and higher achieving students in grades 3-8. Early childhood student performance will improve due the improved use of technology in early childhood classes.
<input type="checkbox"/> Special Education students in self contained classes, in SETTTS as well as in CTT classes will demonstrate improved academic performance and or progress in ELA and Math as determined by the student group meeting or exceeding AYP.	<input type="checkbox"/> Use of response to intervention strategies, Achieve 3000 and additional differentiated strategies will assist teachers in their efforts to improve student achievement
<input type="checkbox"/> To continue to increase the level of academic rigor and high expectations for all students and student sub-groups by June 2011 as evidenced by the 2011 learning environment survey. Academic expectations will improve from 7.2 to 7.8 and Engagement will improve from 6.5 to 6.9 on the Learning Environment surveys	<input type="checkbox"/> Data collection and analysis will improve the academic climate and culture of the school. Learning environment surveys as well the Quality Review indicate the need to address this area.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>By <input type="checkbox"/>June 2011, school-wide safety and respect will continue to improve as evidenced by a decrease in early childhood referrals to special education, K-8 removals to the SAVE Room and a reduction in suspensions and reportable incidents as indicated in the school's OORS reports.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Every classroom teacher will maintain a classroom behavior management program\strategy that is utilized consistently. This will include rewards and consequences. 2. Teachers will initiate and maintain anecdotal records on student behavior, as well as an accurate record of parent contacts (phone, writing etc) 9/10-6/11 3. SAVE room removals will continue to be documented with student removal forms(teacher) Dean will insure accurate records of official removals to insure appropriate suspensions and OORS documentation. 4. Behavior contract will be signed by every student at the start of the school year. (Contest for class with 100% signatures) 5. Intervention team will continue to meet on a monthly basis to address the needs of students that demonstrate at-risk behaviors based on the recommendations of classroom teachers and referrals by the dean. 9/10-6/11 6. Partnership with children year-long training will be provided to the Pupil Personell committee.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <input type="checkbox"/> 1. Purchase of Incentive materials-Supplies general-ZO8C/014344
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> 10/09, 12/09, 2/10, 4/10, 6/10-Review of SAVE Room Removals, Review of On-line incidents, review of positive reward system. In two month intervals a comparison will be made between the number of incident reports and save room removals from 2008-2009/2009-2010 and the current year. Progress will be measured by a reduction in the number of reports as well as a reduction in the number of students with repeated incidents.

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Student achievement will improve in grades 3-8 as evidenced by an increase in the number of students meeting promotional criteria in ELA and Math, as well as an increase in the percentage of students reaching mastery on the appropriate ECLAS level in grade 1 and 2.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>1 Professional development in Acuity and ARIS,. including training in management and analysis of data in Acuity 9/09-11/09</p> <p>2. Use of Acuity/ARIS data to form target groups to increase percentage of level 4 students.</p> <p>3. Professional development in higher order questioning skills and critical analysis, as well as planning for activities that promote inferencing and critical analysis. (Lunch and Learns)</p> <p>4. Professional development in using literature circles to differentiate instruction.</p> <p>5. Sustained Silent Reading for 15 minutes a day. (10/10)</p> <p>6. Use of transition time to promote math skills.</p> <p>7. Implementation of Classroom Inc. in grades 4-8 (CEIS grant)</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>1.Per session professional development</p> <p>3. Common Preps scheduled for all grades.</p> <p>4. Individual professional development plans that reflect expectation of higher order skills, indication of teacher growth.</p> <p>5. Evidence of classroom implementation through observations and snapshots. (Monthly)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>1. Monthly review of PD agendas and sign-in sheets</p> <p>2. Monthly check of ARIS usage-submitted documentation to immediate supervisor.</p> <p>3. Increase TC/Fountas and Pinell reading level on 2nd administration of TC assessment and</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> NYSTL Hardware-new computers to support Achieve use. • ZD5L/004315 Curriculum and PD contracts-ZP8Y/011675 • Common planning time • Collaborative Inquiry team-Special Ed. • Monthly grade meetings
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Quarterly review of Achieve 3000 results (admin) • Monthly teacher review of student progress -Achieve 3000 • Individual reading assessments (quarterly)

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>To continue to increase the level of academic rigor and high expectations for all students and student sub-groups by June 2011 as evidenced by the 2011 learning environment survey. Academic expectations will improve from 7.2 to 7.8 and Engagement will improve from 6.5 to 6.9 on the Learning Environment surveys</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Professional development provided on using data to drive instruction and active engagement strategies. 2. Classroom data collection in ELA, MATH, Science, Social Studies 3. Monthly collaborative analysis of data 4. Differentiated strategies to improve academic rigor. 5. Utilization of individual frequently to monitor student progress and maintain high levels of student expectation. 6. Lesson plans will reflect high expectations through differentiated planning 7. Partnership with Children Pupil Personnel committee professional development.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Per session Professional development 2. Common prep time. 3. Assistant Principals able to provide professional development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Initial survey to staff derived from Learning Environment survey-students and staff 2. 2 additional site based surveys administered 11/09 and 1/10-students and staff 3. Observations and snapshots that reflect the use of higher order questioning, differentiation and critical analysis (monthly) 4. Teacher professional development plans that reflect the same as above.



REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	35	35	N/A	N/A	2	3		
1	25	25	N/A	N/A	2	2		
2	25	25	N/A	N/A	2			
3	40	40	N/A	N/A	2		1	
4	43	43			3			
5	62	62	3		3	1		
6	42	42		6	3	1		
7	46	46			9		1	
8	71	71			7			
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> An after school program will provide academic intervention services to identified students in grades 3-8 in general education classes. SWD in self-contained, CTT and SETTS programs in grades 5-8 will receive academioc interventions services through the Achieve 3000 program.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> An after school program will provide academic intervention services to identified students in grades 3-8 in general education classes. SWD in self-contained, CTT and SETTS programs in grades 5-8 will receive academioc interventions services through the Achieve 3000 program.</p>
<p>Science:</p>	<p>Classroom teachers and content clusters will supply additional support to those identified students. These students will receive additional support through differentiated instruction during the school day</p>
<p>Social Studies:</p>	<p>Classroom teachers and content clusters will supply additional support to those identified students. These students will receive additional support through differentiated instruction.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance counseor will provide intervention services to students identified as at-risk due to behaviorial concerns</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>School psychologist will provide counseling, classroom intervention and support classroom teachers of identified students</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Social worker will provide ERRSA counseling to identified students</p>
<p>At-risk Health-related Services:</p>	<p>N/A</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

3-8

Number of Students to be Served:

LEP 15

Non-LEP 100

Number of Teachers 11

Other Staff (Specify) Supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Title III funding will be used as part of Conceptual Consolidation of funds to provide an after school program that will support students in their efforts to achieve proficiency in both ELA and Math.

- The program will take place on Tuesday/Thursday for 1 and 1/2 hours from November through May. (38 sessions)
- Instruction will be in ELA and Mathematics, developing vocabulary in nonfiction and math
- All teachers in the program are common branch licensed and fully certified teachers.
- 6 groups of students based on grade level
- The ESL teacher will work both days and push in to classes for approximately 30 minutes each class.
- Materials used will be (not limited to) reading materials that offer vocabulary rich text, listening materials to support English Comprehension, math games and skill practice activities, and content area charts, tables and primary source documents.
- Supervisor at no cost to Title III budget.
- Parent Involvement activities including workshops and other parent events will be funded through Title I parent involvement funds.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teachers throughout the schools will receive ongoing professional development over the course of the year. All teachers are considered teachers of English Language Learners. Assistant principals and key CFN staff will provide pd in areas such as language acquisition, vocabulary development, content area skills as well as the use of collaborative inquiry to meet the needs of ELL students.

Section III. Title III Budget

—

School: 15000

BEDS Code: 332300010041

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) - Per session - Per diem	15000	<input type="checkbox"/> teacher and supervisor per session for after school
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> Separate funding for Title I (5% highly qualified) will be utilized to provide professional development that supports all teachers in improving the skills of English language Learners.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	N/A
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	15000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A review of student home language surveys indicates that the majority of students have English as their home language. Spanish is the other dominant language that is spoken at home. A small number of parents speak languages other than Spanish or English, including Haitian Creole and Chinese.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. Written and oral translation needs include a small percentage of parents requiring that written documents be translated into Spanish as well as requiring oral translation during meetings and conferences. The parents that have other languages at home are able to read and write English and do not require translation.

Part B: Strategies and Activities

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

Written translation services will be provided in several ways. Notifications being sent to parents will be translated utilizing on-line translation programs. Parents that need their own written documents translated will be assisted by bilingual school staff.

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

Oral translation services will be provided by school staff and parent volunteers. Per session funds will be set aside to provide oral translation services during parent teacher conferences by a paraprofessional. SchoolMessenger phone notifications will be made in Spanish and English.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>. Translation information will be provided to parents through the parent information board. Notifications regarding the availability of translation services will be posted in the main hallway as well.

Parent/Student handbook will also provide this information.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	726,891	121,907	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,487 (1% of combined Title I and ARRA)		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	36,344	*	
4. Enter the anticipated 10% set-aside for Professional Development:	72,689	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
94%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Utilization of the 5% Title I set aside to provide additional training for teachers deemed not highly qualified in the license area they are teaching. Teachers of core subjects that are not highly qualified are encouraged to participate in courses of study that will lead to highly qualified status. In some cases where this is not possible, teacher assignments will be changed.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.
document attached

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.
document attached

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Data from the NYS Accountability and Over view report indicates student performance in both ELA and Mathematics decreased dramatically in 2009-2010. Only 21.9% of all students scored at proficiency in ELA and only 27.5% scored proficient in Math, In 08-09 these percentages were 51% and 65% respectively. Currently only 5% of students with disabilities are scoring at or above level 3 in ELA and only 2% Math. Limited English Proficient students continue to score below the proficient students in both ELA and Math. In 2009-2010, only 23% LEP scored at or above level 3 in Math and only 15% did so in ELA. (tested.) All student groups made AYP in Math. When comparing male to female student performance, there is no gender difference in Mathematics. There is however a gap of 15% in ELA, with more female students scoring level three than male students. This gap exists across all grade levels , with the largest gap occurring in the middle school grades. The student groups that did not make AYP in ELA are all students, African Americans and Economically Disadvantaged. SWD and Hispanic students made AYP in ELA through Safe Harbor and EAMO respectively. The NYC Progress Report indicates a D for student performance, clearly indicating the need to increase the percentage of students reaching proficiency.

In addition to the performance level gaps among the grades, there is a concern regarding student progress in both ELA and Math. This concern spans all tested grades. Students demonstrate varying degrees of progress that seem disconnected from particular learning environments or types of instruction. No pattern can be identified that indicates why students across a range of performance levels demonstrate varying levels of progress. Despite this disparity, the NYC Progress Report for 2009-2010 indicates a score of B for student progress with additional credit for closing the achievement gap for ELL students as well as students in the lowest third in ELA. In mathematics student progress percentage exceeds the average growth for peer and city horizon

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

At-risk students will receive of services both after school and before school. Students involved in the extended day program will be provided services based on collaborative inquiry efforts of teacher teams. After school programs will be provided to students in grades 3-8 that are identified as below proficiency in ELA and Math. In order to provide instruction in the most conducive manner possible, class registers will be maintained at levels below the cap. Every effort will be made to provide students with instruction in a classroom with a reduced register.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - An after school program will be provided for approximately 125 students in grades 3-8.

- o Help provide an enriched and accelerated curriculum.
 - 25% of teachers will be engaged in NYS Common Core Curriculum professional development and planning. The school utilizes the city's mandated core curriculum. In addition, Core Knowledge Social Studies is implemented in grades 2-5, with a plan to expand to grades K-1. This program provides an enriched content.

- o Meet the educational needs of historically underserved populations.
 - The school is comprised of a majority of students that are part of historically underserved populations. The PS 41 comprehensive school improvement effort strategically targets support for all student populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - AIS services are provided through both during the day and morning programs to at-risk students. In addition, Title 1 funds are utilized to support reduced class registers, guidance counselors, coaches and an Assistant Principal. Each of these funds support the schools efforts to meet the needs of academically at-risk students

- o Are consistent with and are designed to implement State and local improvement, if any.
 - Services provided include support in key areas based on NY State standardized assessments and the NYC periodic assessments.

3. Instruction by highly qualified staff.

All teachers hired will be eligible to work and every effort will be made to fill all vacancies with certified teaching staff. Tuition reimbursement will be made available for those not highly qualified. When possible, teachers will be reassigned

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Attendance at hiring fairs, use of open market and recommendation of experienced staff will be used.

6. Strategies to increase parental involvement through means such as family literacy services.

Efforts to increase parent involvement will include monthly parent workshops organized by the parent coordinator. In addition the school plans to hold Literacy and Math nights for families.

Participation in "Everybody Wins" parent volunteer training program that will provide training to parents in literacy and provide opportunities for them to work with children

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

At the end of the school year, local pre-k students are invited to the school for an orientation day.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Common planning time twice a week, monthly grade meetings with supervisors, curriculum teams. 95% of teachers participating on Teacher Teams.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Use of a variety of student assessment data including state tests, DRA assessments, and ARIS data to identify student needs. At-risk students are recommended for participation in available programs, referred to guidance or other support services. Individualized reading assessments and content area pre assessments will assist in identifying students in need of support.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS 41 consolidates and coordinates federal, state and local services and programs to enable all students to reach proficient and advanced levels of achievement. The funds that are conceptually consolidated for this purpose; Title I (ARRA), IDEA, Title II and Tax Levy.

PS/IS 41 will utilize the services of NYPD to provide personal safety and gang awareness intervention to identified high needs students. In addition, close association with the DOE Office of Youth Development will provide support to targeted Middle School students.

Currently the school is reviewing programs available through the Brooklyn Office for Public Health to involve students teachers and families in fitness and health programs

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are

included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	Yes			726,891	True 1-4, 14-17,19,21
Title I, Part A (ARRA)	Federal	Yes			121,907	True 10-11,14-17,19,21
IDEA	Local	Yes			232,904	True 10-11,14,17, 19-21
Tax Levy	Local	Yes			3,014,369	True 10-11,14-17,19,21
Title III	Federal	Yes			15,000	True 14-17, 19, 21

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
17
2. Please describe the services you are planning to provide to the STH population. Students in Temporary housing will be given the opportunity to meet with a school based liason along with their parents. This liason will coordinate efforts to provide STH studnets with basic school supplies, backpacks and school uniforms. The liason will also utilize ARIS to track student progress and share information with the parents. Funds will be set aside to support the purchasing of the supplies.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/a
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 041 Francis White					
District:	23	DBN:	23K041	School		332300010041

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.9	90.8	89.0
Kindergarten	68	72	72				
Grade 1	68	88	77				
Grade 2	73	63	79				
Grade 3	88	61	56				
Grade 4	71	86	61				
Grade 5	72	65	70				
Grade 6	93	64	64				
Grade 7	99	92	74				
Grade 8	86	96	91				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	4	8	9				
Total	722	695	653				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.2	89.9	90.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	87.2	92.4	93.8

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	11	49	57

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	49	49	54	Principal Suspensions	32	11	15
# in Collaborative Team Teaching (CTT) Classes	25	36	40	Superintendent Suspensions	14	29	22
Number all others	32	47	52				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	24	28	TBD	Number of Teachers	62	59	62
# ELLs with IEPs	1	6	TBD	Number of Administrators and Other Professionals	13	12	11

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	3	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	28	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	66.1	69.5	82.3
				% more than 5 years teaching anywhere	56.5	62.7	72.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	80.0	83.9
American Indian or Alaska Native	0.6	0.7	0.8	% core classes taught by "highly qualified" teachers	93.9	94.9	92.7
Black or African American	76.7	74.2	70.8				
Hispanic or Latino	21.3	22.9	27.3				
Asian or Native Hawaiian/Other Pacific	0.6	0.6	0.6				
White	0.6	0.7	0.6				
Male	50.4	49.5	48.7				
Female	49.6	50.5	51.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	-	-		
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v		-	-		
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-	-	-		
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v		-	-		
Student groups making	5	5	1	0	0		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				P	
Overall Score:	40.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				P	
School Environment:	2.6	Quality Statement 2: Plan and Set Goals				P	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P	
School Performance:	3.2	Quality Statement 4: Align Capacity Building to Goals				P	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				UPF	
Student Progress:	32.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 302	District 23	School Number 041	School Name Francis White
Principal T. Siegel		Assistant Principal N. Singleton	
Coach		Coach	
Teacher/Subject Area N. Gallardo ELA		Guidance Counselor	
Teacher/Subject Area		Parent D. Vargas	
Teacher/Subject Area type here		Parent Coordinator Velma Gamble	
Related Service Provider Gloria Tengue		Other	
Network Leader Roz German		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	656	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

Paste response to questions 1-6 here

- At registration, parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue (ESL teacher) and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter in the parent's native language is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.
- In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. PS/IS 41 is proud to offer Freestanding ESL to conform to the parental choice selections. A licensed pedagogue conducts orientation sessions in collaboration with the parent coordinator and a translator is provided. All eligible students take the NYSESLAT exam each year. These students are identified by the ESL teacher and the test is administered in coordination with the test coordinator.
- Parents receive entitlement letters as soon as students are tested and results found. The management of these documents is handled by the pupil accounting secretary and the ESL teacher.
- Parents are informed in their native language (in person and in writing) that the school only offers an ESL program. Parents requesting to have full bilingual services are referred to the district office.
- With the limitations of the schools program, most parent choice is for the ESL program that exists in the school. Parents want their children close to home and enrolled in the same school as their siblings. A few parents request alternative services, such as full time bilingual or transitional bilingual programs. In these cases, the school works with the district family advocate to locate schools with the other programs.
- The limited number of parents seeking alternative services to those provided by the school has prevented there from being a pressing concern for TBE or full time bilingual services.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional														0

Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	6
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	18

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	2	1	5	0	1	18		4	33
Total	10	2	1	5	0	1	18	0	4	33

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	6	5	3	2	6	1	4					34
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	5	3	6	5	3	2	6	1	4	0	0	0	0	35

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. The school offers English as a Second Language program, which functions on a pull-out basis. A licensed ESL teacher pulls out entitled ESL students from their classes. There are twenty seven students that receive this service. Beginning and Intermediate level students will receive 360 minutes per week, and Advanced level students will receive 180 minutes of ESL instruction per week. Students receive the required ELA instruction in the classroom. Students are grouped based on proficiency level whenever possible and every effort is made to insure that students from no more than two contiguous grade levels are in a group. Grade appropriate as well as proficiency level materials are utilized by the ESL teacher.
2. . Beginning and Intermediate level students will receive 360 minutes per week, and Advanced level students will receive 180 minutes of ESL instruction per week. Students receive the required ELA instruction in the classroom. Students are grouped based on proficiency level whenever possible and every effort is made to insure that students from no more than two contiguous grade levels are in a group. Grade appropriate as well as proficiency level materials are utilized by the ESL teacher. Group size has increased this year to insure the adequate number of minnutes for ESL students.
- 3.The ESL teacher will follow standards-based instruction. Students will be taught ELA and content area vocabulary based on Vision and the Ellis computer-based software in order to incorporate writing and the content areas across the curriculum. Students write. Students will read at least 25 books. There is no use of native language in the ESL program. Computers are incorporated into the classroom so that students can receive more instruction in ELA, Math, Science, and Social Studies.
4. If SIFE students are entitled to ESL service, teacher-made assessments will be used to detect student's level of academic knowledge and metacognitive skills.. The ESL teacher will closely work with homeroom teachers to assist with student transitions. For long-term ESL students, more instructional emphasis would be shifted to the areas of need. More visual aids, audio teaching materials and technology will be

applied to everyday ESL instruction and teacher-student interactions.

The instructional plan for newcomers is to use the LBR results as the basis for support. TPR, graphic organizers, and hands-on activities will be utilized to develop communicative and academic skills. Non English speaking students in will be provided with a buddy student as well as a staff member to assist with daily school work and other issues.

The instructional plan for alternative placement Special Education is to provide visual aids and audio teaching materials. Students are encouraged to make connections between the second language and their own cultures. Prior knowledge is used to boost the ESL students' cognitive and academic development.

For students receiving services for 4-6 years, there is an emphasis on the development of reading and writing skills, both in the ESL program and in the classroom. Many students with this level of service have been able to score well in Listening and Speaking but still do not score high in reading and writing.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. This year, two programs will be offered that are open to all students, with ELL's included. These programs are an after school program and a Saturday program. These services are offered in grades 3-8 only. Early childhood ELL's are part of the extended day program. All programs are offered in English

6. The transition plan for students reaching proficiency is to service the students by the ESL teacher for a year to further develop and enrich academic language in an interactive learning environment. Testing accommodations will be provided for up to two years. .

7.

8.

9. The after school and Saturday programs, as well as extended day are inclusive of ELL students. Materials utilized in these programs focus on language development for all students, with an emphasis on improving reading skills and comprehension.

10. The ESL teacher will follow standards-based instruction. Students will be taught ELA and content area vocabulary based on Vision and the Ellis computer-based software in order to incorporate writing and the content areas across the curriculum. Students write. Students will read at least 25 books. There is no use of native language in the ESL program. Computers are incorporated into the classroom so that students can receive more instruction in ELA, Math, Science, and Social Studies

11.

12. Required services and support correspond to students age and grade levels.

13. N/A

14. N/A

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1-3.To ensure the best learning results from the ESL students, training and support will given to some teachers, particularly the ESL teacher and special education teachers by the ELL team from the CFN. School administrators, ESL teacher, with the support of the CFN will co-plan school-wide professional development workshops for all staff that address the needs of ESL students.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents are invited to participate in school activities through the PTA and the School Leadership Team. PParent volunteers assist with morning activities and dismissal and also attend monthly family "night"activities. The PAC and the parent coordinator also provide workshops for parents. Currently the school is hosting a GED program for parents and other community members,
 2. No
 3. Parents needs are evaluated through the school survey.
 4. Parent involment activities address the needs of parents to the extent possible. PC workshops and information sessions have included such topics as health insurance, housing, NYS testing etc.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	2	4	1	1	0	4	0	1					18
Intermediate(I)			2	3	1	2	0	1	3					12
Advanced (A)		1		1	1		2							5
Total	5	3	6	5	3	2	6	1	4	0	0	0	0	35

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	4	2	3	1	1	0	0	0	1				
	I	1	0	1	3	1	2	4	0	0				
	A	0	1	2	1	1	0	2	1	3				
	P	0	0	0	0	0	0	0	0	0				
READING/ WRITING	B	5	3	4	4	1	0	4	1	2				
	I	0	0	2	0	1	2	0	0	2				
	A	0	0	0	1	1	0	2	0	0				
	P	0	0	0	0	0	0	0	0	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	N/A	0
4	3				3
5	1				1
6	3	2			5
7	2				2
8	1	2			3
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		1						4
5	1		1						2
6	3		2						5
7	2								2
8	3								3
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Early childhood students are assessed with ECLAS 2. In grades 1 and 2 this is done in the fall and in the Spring. Kindergarten students are assessed mid-year. ELL students in these grades assess generally at similar levels to the non-ell population, particularly in grades K and 1. Students arriving in the school as non-english speakers make rapid progress in kindergarten and grade 1. IN terms of the instructional program, much of the general population require vocabulary and other forms of language development . The early childhood program incorporates a variety of listening speaking reading and writing activities that benefit all of the students.

2,3,4. There is concern in regard to proficiency levels in that students often fall back levels as they move into the higher grades. This is attributed to the struggle for proficiency in all students. Currently, only a small percentage of students school wide are demonstrating proficiency on NY state exams. Students continue to struggle to achieve level 3, regardless of language status

5. N/A

Additional Information

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		