



**PS 241
THE EMMA L. JOHNSTON SCHOOL]**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (17/ K/ 241)

ADDRESS: 976 PRESIDENT STREET, BROOKLYN, NY 11225

TELEPHONE: 718-636-4725

FAX: 718-230-5468

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 241k **SCHOOL NAME:** Emma L. Johnston

SCHOOL ADDRESS: 976 President Street , Brooklyn

SCHOOL TELEPHONE: 718-636-4725 **FAX:** 718-230-5468

SCHOOL CONTACT PERSON: Frantz Lucius **EMAIL ADDRESS:** Flucius@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Charmaine Ricketts

PRINCIPAL: Frantz Lucius

UFT CHAPTER LEADER: Lurline Heyward

PARENTS' ASSOCIATION PRESIDENT: Olivia Wint

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 401

NETWORK LEADER: Alice Brown

SUPERINTENDENT: Rhonda Hurdle Taylor

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
FRANTZ LUCIUS	*Principal or Designee	
Lurline Heyward	*UFT Chapter Chairperson or Designee	
Olivia Wint	*PA/PTA President or Designated Co-President	
Angela McDonald	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Valerie McCants	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Zena Chandler	Member/Teacher	
Jessica Silva	Member/Teacher	
Charmaine Ricketts	Member/Teacher	
Lynnette Jones	Member/Para Professional	
Yamileth Walker	Member/Parent	
Kelli Williams	Member/Parent	
Shirley Dor	Member/Parent	
Lateisha Henderson	Member/Parent	

* 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.

Vision

Our vision is to plant and cultivate the seed of learning in the heart of our students so that they will become lifelong learners and productive members of our society.

Mission

Our mission is to establish within every student the joy for the pursuit of academic knowledge and excellence, a love for the performing and visual arts, good citizenship, and high standards: to provide an environment where every student can rise to his or her highest self.

Narrative Description

P.S. 241 is located in the Crown Heights section of Brooklyn, amid one of the most exciting cultural areas in NYC. It is surrounded by Brooklyn Botanical Gardens, the Brooklyn Museum of Arts, the main branch of the Brooklyn Library, Prospect Park, and Lefferts Homestead. There are three neighboring schools: Prospect Heights, Clara Barton H.S., and St. Francis de Sales School for the Deaf. A short walk away is Medgar Evers College. We are functioning in what you might call an educational park.

P.S 241 provides many collaborative experiences for our children. Our partnership with the Brooklyn Botanical Gardens engages our students and staff in horticultural studies.

Our participation in the American Museum of Natural History's Cultural Studies Program offers students an opportunity to learn about contemporary Asian American cultures.

Through our collaboration with the Brooklyn Museum of Art our children take guided tours with a museum educator and explore various art subjects in depth.

LEAP has brought the excitement of the Arts to our students while combining it with our focus on literacy. Artists in residence work with our students to produce art works connected to academic subjects. Additionally, through the work of the Noel Pointer Foundation, students have been afforded the opportunity to learn how to play the violin.

Our keyboard lab is connected to a control panel, which allows our students to hear the teacher's instruction through stereo headphones.

Our technology program has played a vital role in preparing our students for the 21st century. Using cyclical schedule, our technology specialist services the entire school population.

Learning Leaders, or trained parent volunteers, have become an integral part of P.S. 241. They work with teachers to provide instructional support for our students. Through their organization, four published authors visit the school to introduce the children to the world of writing and publishing.

Our Principal for a Day, Peter L. Malkin, a former student, has been playing a significant role in the education of our students by providing funds to support educational, cultural and recreational activities such as our collaboration with the Lincoln Center Institute for the Arts in Education, which brings musical artists to our school. Throughout the year, cultural performances are held at our school, and resident artists come into our classrooms to do extended arts and academic programs with our students. In addition, Mr. Malkin has provided our students with a safe and enjoyable place to play. Our schoolyard now houses the "NanaBanana Playground", which is outfitted with state of the art equipment.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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. 241 Emma L. Johnston				
District:	17	DBN #:	17k241	School BEDS Code:	331700010241

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" 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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	33	36	36		92.5	93.7	TBD		
Kindergarten	64	59	103						
Grade 1	106	90	94	Student Stability: % of Enrollment					
Grade 2	107	102	94	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	96	83	79		92.8	88.5	TBD		
Grade 4	107	94	90						
Grade 5	105	105	92	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		81.0	87.1	TBD		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	50	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	619	569	589		11	7	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	21	18	15						
No. in Collaborative Team Teaching (CTT) Classes	33	28	28	Principal Suspensions	1	3	TBD		
Number all others	27	33	26	Superintendent Suspensions	20	7	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	90	69	65	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	2	12	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	52	49	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.00	100.00	TBD
American Indian or Alaska Native	0.5	0.0	0.0	Percent more than two years teaching in this school	82.7	89.8	TBD
Black or African American	93.7	92.6	89.8	Percent more than five years teaching anywhere	59.6	71.4	TBD
Hispanic or Latino	4.8	6.2	7.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.2	0.3	Percent Masters Degree or higher	85.0	88.0	TBD
White			1.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.0	95.2	TBD
Multi-racial							
Male	50.9	50.3	52.0				
Female	49.1	49.7	48.0				

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 type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	90.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 school’s 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?

Early Childhood Grades 1 – 2

ECLAS Test Results Spring 2009

Previously

Reading and Oral Expression Mastered Level 1 Level 2 Level 3 Level 4
Level 5 Level 6 Level 7 Level 8

abulary o Activity		Fall 2008			82 32.9		81 34.6		70 17.1
Words ual Activity	52 1.9	Fall 2008		55 58.2	32 59.4	11 90.9	46 56.5	38 68.4	31 87.1
ots of Print ual Activity		Fall 2008	171 93.0						
nt Reading ual Activity		Fall 2008		109 89.9					
g Accuracy ual Activity	15 13.3	Fall 2008			47 44.7	31 77.4	31 87.1	54 88.9	39 94.9
ading ehension ual Activity	13 15.4	Fall 2008			46 43.5	35 65.7	31 80.6	56 80.4	39 71.8
xpression ual Activity		Fall 2008	70 80.0	47 72.3	43 48.8	35 68.6	32 81.3	55 89.1	39 74.4
ing Rate ual Activity	17 5.9	Fall 2008				35 42.9	32 81.3	50 76.0	43 83.7
Expression ual Activity		Fall 2008				37 37.8	30 80.0	46 84.8	42 83.3

Students ?		ECLAS-2: Number of Students At or Above Level for Last Spring in ... ?																									
		Phonemic Awareness					Phonics					Reading and Oral Expression					Listening and Writing										
Gr.	#	% ELLs	% IEP	Avg. Attend. Rate	RR	RG	SC	IC	FC	B	Sg	AR	AW	Sp	Dc	Vo	SW	CP	ER	RA	RC	OE	RR	RE	LC	WE	WD

Students				ECLAS-2: Number of Students At or Above Level for Last Spring in ...																							
Gr.	#	% ELLs	% IEP	Avg. Attend. Rate	Phonemic Awareness					Phonics					Reading and Oral Expression					Listening and Writing							
					RR	RG	SC	IC	FC	B	Sg	AR	AW	Sp	Dc	Vo	SW	CP	ER	RA	RC	OE	RR	RE	LC	WE	WD
K	91	0	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1	102	13	9	-	-	-	-	-	65	58	52	67	70	64	52	-	64	-	31	-	-	53	-	-	54	-	36
2	107	11	17	-	-	-	-	-	-	-	-	-	-	56	58	63	70	-	-	66	60	65	59	59	46	45	46
3	90	12	18	-	-	-	-	-	-	-	-	-	-	57	61	64	70	-	-	64	54	60	58	58	55	50	53

The data represents information from the most recent posted ECLAS test results for Grades 1-3. Overall data demonstrates that 56 to 70% of students fell in the range of at or above average. The data indicates that only 64% of second and third graders are at or above grade level in Vocabulary Development. The data also shows that in Reading Oral Expression close to 40% on average have not met the standards. Listening and Writing is the weakest area of proficiency.

Implications for the Instructional Program

- Continue to enhance our early intervention strategies in the primary grades
- Emphasis will be placed on emergent literacy development in PreK-2 grades
- Improve assessment practices through the ECLAS-2 assessment
- Continue the Voyager Program for struggling students
- Continue Leveling Libraries in the classroom.
- Continue Academic Intervention Services for at-risk students
- Teachers should employ strategies that require children to manipulate one or two types of phonemes
- Provide teachers with on-going professional development for maximum utilization of the SRA Reading Program.
- Continue to provide small group instruction.
- Teach specific word instruction to deepen students' vocabulary.
- Continue the Great Source Writing Program and revisit the Writing Fundamentals Program.

ELA Test Results 2008-2010 – PS 241

	Level 1	Level 2	Level 3	Level 4	Level 3&4
17K241 All Grades 2008	288	16	5.6	95	33
17K241 All Grades 2009	278	8	2.9	59	21.2
17K241 All Grades 2010	243	24	9.9	99	40.7

A review of the school's data shows several student performance trends and indicators of progress. In 2009-2010, student performance on the English Language Arts test decreased by 26.5% from the previous year. Currently 49.4 of our students scored at Levels 3 and 4 as opposed to 75.9 from 2008-2009. The data also indicates that there was an increase in Level 1 and 2 and a decrease in Levels 3 & 4. 9.9% of students scored at Level 1 in 2009-2010 as opposed to 2.9% in 2008-2009. 40.7% of students scored Level 2 in 2009-2010 as opposed to 21.2% in 2008-2009. Comparing 2007-2008 scores to 2008-2009, it shows that the school increased in ELA by 14.4 points. The drop in scores for 2009-2010 may be the result of the bar being raised in State Scale Scores and Growth Percentile.

ELA Test Results 2008-2010: ELL Students

17K241 All Grades 2008	ELL	30	2	6.7	19	63.3	8
17K241 All Grades 2008	EP	258	14	5.4	76	29.5	150
17K241 All Grades 2009	ELL	36	4	11.1	16	44.4	15
17K241 All Grades 2009	EP	242	4	1.7	43	17.8	169

17K241	All Grades	2010	ELL	18		5	27.8	9	50	3	16
17K241	All Grades	2010	EP	225		19	8.4	90	40	102	45

General trends indicate that the number of English Language Learners scoring at Levels 3 and 4 decreased by 22.2 %. In the 2009-2010 school year, 22.2 % of our ELL students scored at Levels 3 and 4, whereas 44.4 % scored at this level in 2008-2009.

The data also indicates that there was an increase in Levels 1 and 2 and a decrease in Levels 3 & 4. 27.8% of students scored at Level 1 in 2009-2010 as opposed to 44.5% in 2008-2009. 50% of students scored Level 2 in 2009-2010 as opposed to 21.2% in 2008-2009.

ELA Test Results 2008-2010: SPECIAL NEEDS

17K241	All Grades	2008	General Ed	235		3	1.3	67	28.5	146
17K241	All Grades	2008	Special Ed	53		13	24.5	28	52.8	12
17K241	All Grades	2009	General Ed	230		0	0	39	17	165
17K241	All Grades	2009	Special Ed	48		8	16.7	20	41.7	19
17K241	All Grades	2010	General Ed	213		15	7	86	40.4	97
17K241	All Grades	2010	Special Ed	30		9	30	13	43.3	8

There has been a decrease in the number of students scoring Levels 3 and 4 with disabilities subgroup. In 2008-2009 school year, 41.1% of students scored at these levels, opposed to 26.7 during 2009-2010.

The data also indicates that there was an increase in Levels 1 and 2 and a decrease in Levels 3 & 4. 30% of students scored at Level 1 in 2009-2010 as opposed to 17.7% in 2008-2009. 43.3% of students scored Level 2 in 2009-2010 as opposed to 41.7% in 2008-2009.

ELA Test Results 2008-2010: Male/Female

17K241	All Grades	2008	Female	144		6	4.2	45	31.3	77
17K241	All Grades	2008	Male	144		10	6.9	50	34.7	81
17K241	All Grades	2009	Female	149		1	0.7	28	18.8	101
17K241	All Grades	2009	Male	129		7	5.4	31	24	83
17K241	All Grades	2010	Female	122		8	6.6	47	38.5	54
17K241	All Grades	2010	Male	121		16	13.2	52	43	51

Within the gender subgroup, ELA performance has decreased for both male and female students. In the 2008-2009 school year 70.5% of males scored at Levels 3 and 4, whereas 43.8% scored at this level during 2009-2010. Female performance has also decreased from 80.5% to 54.9% during the same time frame. The gap between males and females seems to remain the same. In the 2008-2009, male performance was 25.6% lower than female performance, whereas female performance was 26.7% higher than male performance during the following year.

ELA Test Results 2008-2010: Grades 3, 4 and 5

17K241	3	2008	93	667.5	5	5.4	30	32.3	44
17K241	3	2009	84	673.7	1	1.2	9	10.7	68
17K241	3	2010	73	667.8	5	6.8	21	28.8	38
17K241	4	2008	97	655.4	9	9.3	31	32	53
17K241	4	2009	91	674	5	5.5	17	18.7	54
17K241	4	2010	87	667.8	7	8	39	44.8	39
17K241	5	2008	98	655.4	2	2	34	34.7	61

17K241	5	2009	103	662	2	1.9	33	32	62
17K241	5	2010	83	669.3	12	14.5	39	47	28

The data for Grade 3 indicates that there was a 23.7 point drop in 2009-2010. They scored 64.4% in 2009-2010 as opposed to 88.1% in 2008-2009. Grade 3 had an increase of students in Level 1 and 2. There was also a decrease in Level 3. Grade 3 increased in Level 4 by 5.2 points. Grade 4 dropped in ELA by 28.7 points. They also had an increase in Levels 1 and 2 and a decrease in Levels 3 and 4. Grade 5 decreased in Level 3 and 4 by 27.4 points and increased in Levels 1 and 2 scoring 14.5% in 2009-2010 in Level 1 as opposed to 1.9 in 2008-2009. Grade 5 scored 47% in 2009-2010 in Level 2 and 32% the previous year.

Implications for the Instructional Program

Based on the Analysis of the data, the following implications for our instructional program are:

- Increase rigor in the Academic Program School-wide
- Implement the Common Core State Standards
- Revisit instructional strategies that compliment the Common Core State Standards.
- Align Instructional Strategy to Goals
- Adapt tools to enable school leaders and teachers to organize and analyze student performance
- a) Inquiry Team and Sub-teams, Grade Conferences
- b) Bringing Item Response Data into a Customized template
- c) Running Records, Customized **Acuity** for Goal Setting
- d) IEP, ECLAS, ARIS
- Continued provision of Academic Intervention Services for those students who have not met, or are in danger of not meeting the standards.
- Intensive Professional Development in the understanding and use of instructional strategies to meet the needs of general education, special needs and ELL students.
- The Staff Developer contracted from Successful Learning Groups, inc. will provide professional development in proper implementation of Independent Reading and Writing in the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading and writing.
- Teachers will reinforce literacy strategies during content area instruction
- Leveled Libraries will be revamped
- Ensure that all teachers follow the Imagine It program as prescribed.
- Staff will collect and analyze actionable information to provide a complete view of students

MATH Test Results 2008-2010 – PS 241

17K241	All Grades	2008	296		15	5.1	34	11.5	162
17K241	All Grades	2009	280		7	2.5	12	4.3	132
17K241	All Grades	2010	251		16	6.4	68	27.1	93

Math Scores have decreased 26.7 points with 66.5% of students scoring level 3 or higher during the 2009-2010 school year. Decreased performance has been shown within each sub group. Currently 66.5% of our students scored at Levels 3 and 4 as opposed to 93.2 from 2008-2009. The data also indicates that there was an increase in Level I, a decrease in Level 2 which was an improvement and a decrease in Levels 3 & 4. 6.4% of students scored at Level 1 in 2009-2010 as opposed to 2.5% in 2008-2009. 27.1% of students scored Level 2 in 2009-2010 an improvement from 43% in 2008-2009. Comparing 2007-2008 scores to 2008-2009, it shows that the school increased in Math by 9.8 points. This drop in scores may also be the result of the bar being raised in State Scale Scores and Growth Percentile.

MATH Test Results 2008-2010 – Grade 3

17K241	3	2008	93	689.6	3	3.2	5	5.4	56
17K241	3	2009	86	720.9	0	0	0	0	41
17K241	3	2010	74	709.1	4	5.4	10	13.5	27

MATH Test Results 2008-2010 – Grade 4

17K241	4	2008	103	688.5	9	8.7	13	12.6	41
17K241	4	2009	91	713.5	4	4.4	4	4.4	32
17K241	4	2010	91	684.6	5	5.5	27	29.7	37

MATH Test Results 2008-2010 – Grade 5

17K241	5	2008	100	672.7	3	3	16	16	65
17K241	5	2009	103	682.8	3	2.9	8	7.8	59
17K241	5	2010	86	680	7	8.1	31	36	29

Decreased performance has been shown within each sub group. This drop in scores may be the result of the bar being raised in State Scale Scores and Growth Percentile. The data for Grade 3 indicates that there was a 18.9 point drop in 2009-2010. They scored 81.1% in 2009-2010 as opposed to 100% in 2008-2009. Grade 3 had an increase of students in Level 1 and 2. There was also a decrease in Level 3 and 4. Grade 4 dropped in Math by 26.4 points. They also had an increase in Levels 1 and 2 and a decrease in Levels 3 and 4. Grade 5 decreased in Level 3 and 4 by 33.5 points and increased in Levels 1 and 2 scoring 8.1% in 2009-2010 in Level 1 as opposed to 2.9 in 2008-2009. Grade 5 scored 33.7% in 2009-2010 in Level 2 and 57.3% the previous year. The comparison between 2007-08 and 2008-09 scores indicates that there was an increase in all grades.

MATH Test Results 2008-2010: ELL Students

17K241	All Grades	2008	ELL	37	2	5.4	7	18.9	24
17K241	All Grades	2008	EP	259	13	5	27	10.4	138
17K241	All Grades	2009	ELL	40	1	2.5	7	17.5	25
17K241	All Grades	2009	EP	240	6	2.5	5	2.1	107
17K241	All Grades	2010	ELL	21	3	14.3	8	38.1	7
17K241	All Grades	2010	EP	230	13	5.7	60	26.1	86

General trends indicate that the number of English Language Learners scoring at Levels 3 and 4 decreased by 32.4 %. In the 2009-2010 school year, 47.6 % of our ELL students scored at Levels 3 and 4, whereas 80 % scored at this level in 2008-2009. The data also indicates that there was an increase in Level 1 and 2 and a decrease in Levels 3 & 4. 5.7% of students scored at Level 1 in 2009-2010 as opposed to 2.5% in 2008-2009. 38.1% of students scored Level 2 in 2009-2010 as opposed to 17.5 in 2008-2009. The comparison between 2007-08 and 2008-09 scores indicates that there was an increase the ELLs scores. This drop in scores for 2009-2010 again may be the result of the bar being raised in State Scale Scores and Growth Percentile

MATH Test Results 2008-2009/2009-2010 – Special Needs

17K241	All Grades	2008	General Ed	240	0	0	18	7.5	141
17K241	All Grades	2008	Special Ed	56	15	26.8	16	28.6	21
17K241	All Grades	2009	General Ed	236	0	0	7	3	106
17K241	All Grades	2009	Special Ed	44	7	15.9	5	11.4	26
17K241	All Grades	2010	General Ed	220	10	4.5	57	25.9	83

17K241	All Grades	2010	Special Ed	31		6	19.4	11	35.5	10
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There has been a decrease in the number of students scoring Levels 3 and 4 with disabilities subgroup. In 2008-2009 school year, 72.7% of students scored at these levels, opposed to 45.2 during 2009-2010. The data also indicates that there was an increase in Level 1 and 2 and a decrease in Levels 3 & 4. 19.4% of students scored at Level 1 in 2009-2010 as opposed to 15.9% in 2008-2009. 35.5% of students scored Level 2 in 2009-2010 as opposed to 11.4% in 2008-2009. The comparison between 2007-08 and 2008-09 scores indicates that there was an increase the Special Needs Children's scores. This drop in scores for 2009-2010 once again may be the result of the bar being raised in State Scale Scores and Growth Percentile.

MATH Test Results 2008-2009/2009-2010: Male/Female

17K241	All Grades	2008	Female	149		8	5.4	13	8.7	82
17K241	All Grades	2008	Male	147		7	4.8	21	14.3	80
17K241	All Grades	2009	Female	151		2	1.3	6	4	72
17K241	All Grades	2009	Male	129		5	3.9	6	4.7	60
17K241	All Grades	2010	Female	125		5	4	36	28.8	46
17K241	All Grades	2010	Male	126		11	8.7	32	25.4	47

Within the gender subgroup, Math performance has decreased for both male and female students. In the 2008-2009 school year 91.5% of males scored at Levels 3 and 4, whereas 65.9% scored at this level during 2009-2010. Female performance has also decreased from 94.7% to 67.2% during the same time frame. The gap between males and females was very close in number. In the 2008-2009, male performance was 3.2% lower than female performance, whereas female performance was 1.3% higher than male performance during the following year. The comparison between 2007-08 and 2008-09 scores indicates that there was an increase the female/male students' scores. Once again this drop in scores for 2009-2010 may be the result of the bar being raised in State Scale Scores and Growth Percentile

Implications for the Instructional Program

Based on our analysis of the data, the following implications for our instructional program are:

- Increase Rigor in the Academic Program School-wide
- Implement the Common Core State Standards
- Revisit instructional strategies that compliment the Common Core State Standards
- Continuation of current instructional strategies that compliment a more rigorous approach to student performance.
- Continued provision of Academic Intervention services for all students.
- Teachers will reinforce math concepts during content area instruction
- Develop Math Libraries for classroom use.
- Align Instructional Strategy to Goals
- Adapt tools to enable school leaders and teachers to organize and analyze student performance
- Intensive Professional Development in the understanding and use of instructional strategies to meet the needs of general education, special needs and ELL students.

Science Test Results

2007-08; 2008-09; 2009-10

		Level 1	Level 2	Level 3	Level 4	Level 3&4
2008	%	17	27	32	14	46
2009	%	9	12	42	37	79

2010	%	4	19	50	27	77
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An analysis of the State test results over the three year period from 2007-08 to 2009-10, indicates the following: The percent of all students performing at Level 3&4 rose from 46% (2007-08) to 79% (2008-09) and decreased to 77% in 2009-2010. The Level 1 and 2 scores decreased significantly in 2007-08 there were 17 Level 1s and 27 Level 2s compared to only 9 Level 1s and 12 Level 2s in 2008-2009. There were only 4 Level 1s in 2009-2010. An increase of 7 points in Level 2s occurred in 2009-10. The overall results indicate that there is a positive trend in the performance of students tested.

As per the School Accountability Status, we are in good standing in Federal Title I and State Performance. We have also met our Adequate Yearly Progress.

Implications for the Instruction Program

Based on our analysis of the data, the following implications for our instruction program are:

- Continuation of current instructional strategies that have contributed to overall student achievement in the past, including the use of the Harcourt Science and FOSS programs.
- Continued provision of Academic Intervention Services for those students who have not met, or are in danger of not meeting the state standards.
- Professional development in the understanding and use of instructional strategies to meet the needs of all students in reading in the science content area by Funded and Administrative staff.
- Equip classroom libraries with additional science-related books.
- Spotlight students' development of science projects through the use of technology and science-media facilities.
- Retain the Science Cluster position to ensure a minimum of one to two periods of science instruction per week along with the science classroom teacher instructional periods.

Social Studies Test Results 2007-08; 2008-09; 2009-10

		Level 1	Level 2	Level 3	Level 4	Level 3&4
2008	%	24	14	49	14	63
2009	%	17	12	47	23	70
2010	%	15	13	48	24	72

An analysis of the State test results over the three year period from 2007-08 to 2009-10, indicates the following: The percent of all students performing at Level 3&4 rose from 63% (2007-08) to 70% (2008-09) and to 72% in 2009-2010.

The Level 1 and 2 scores decreased minimally in 2007-08 there were 24 Level 1s and 14 Level 2s compared to 17 Level 1s and 12 Level 2s in 2008-2009. There were 15 Level 1s in 2009-2010 and 13 Level 2s in 2009-10. The overall results indicate that there has been an incremental increase in performance of students tested.

Implications for the Instruction Program

- Although the Social Studies State exam will not be given this school year, PS 241 will continue in the effort to increase academic performance through School Assessments
- Continuation of current instructional strategies that have contributed to overall student achievement.
- Continued provision of Academic Intervention Services for students who have not met, or are in danger of not meeting the standards.
- Professional deviltment will be provided in the understanding and instructional strategies to meet the needs of all students.
- Classroom libraries will add more non-fiction, historical, and biological reading material.
- Greater emphasis will be on reading in the content area – social studies.
- Technology and library media facilities will be used to complete research projects.

A review of the reading and math achievement data indicates that while we were experiencing a steady, gradual improvement in our performance, we demonstrated a decline in our overall achievement in 2010. We, therefore, incorporated several changes in our instructional program, delivery of instruction, and staff development program. As a result of these findings, additional steps have and will continue to take place in order to ensure higher levels of student achievement in reading, mathematics, science and social studies. We aspire to continue an upward trend in student performance so that all students meet the state standards. Accordingly, for those students who have not met, or are at risk of not meeting the standards, our AIS intervention strategies in reading, mathematics, science and social studies will continue to support all of our struggling students.

An analysis of the findings from quantitative and qualitative data resulted in a determination of the following:

- Improving student performance in literacy, mathematics, science and social studies, with intensive interventions and differentiation of instruction which would include individualizing programs to meet the specific needs of the students.
- Preparing students with skills necessary to successfully compete in the technological world.
- Improving home-school relationships in support of students' educational and social-emotional needs.
- Providing intensive, on-going professional development to provide teachers with knowledge and expertise in areas including classroom management, methodology, and the new instructional programs.
- Improving attendance both in our extended and day programs to ensure that our students' maximize instructional time.

The school's overall Progress Report score was a C. Our school environment scored B and the school's student performance was also a B. Student Performance was the area that scored the lowest. We scored only 9.5 points out of a possible 60 points. The school's NCLB/SED accountability status is "In Good Standing." The school is in Good Standing in ELA, Mathematics, Science and Social Studies. The most recent Quality Review was in 2006-2007. Our school was ranked "well-developed."

RELATED AREAS TO STUDENT ACHIEVEMENT

Student Attendance

Attendance Year	2007-2008	2008-2009	2009-2010
%	92.5	93.7	93.5

The attendance rates for the past 3 years indicate a slight difference in rate increase or decrease. The school is very close to the 95% minimal target.

Implications for the Instructional Program

- An increase in our attendance rate will translate to an overall improvement in our academic performance.
- Provide a more challenging and interesting instructional program to encourage students to want to come to school.
- Reinforce the importance of excellent attendance and punctuality on successful student performance at all parent meetings and workshops
- Utilize the services of the Parent Coordinator, Guidance Counselor, and PTA officers to reinforce the positive relationship between good attendance and good academic performance at all parent meetings.
- Utilize the services of the Parent Coordinator and Family Worker to telephone homes of chronically absent students to offer support services.

Use of Technology

Summary of Data Analysis/Findings

State Test Results in English Language Arts in tested grades demonstrate a significant decrease from 75.9% (2009) to 49.4% (2010) in the percent of students meeting the standards (Levels 3 & 4) and an increase from 34.1(2009) to 50.6 (2010) in the percent of students in Level 1 and 2.

State Test Results in Mathematics in tested grades demonstrate a significant decrease from 93.2% (2009) to 66.5% (2010) in the percent of students meeting the standards (Levels 3 & 4) and an increase from 6.8% (2009) to 33.5% (2010) in the percent of students in Level 1 & 2.

The System of Accountability demonstrates that grades three, four and five met the state standard in reading and math (Adequate Yearly Progress). We are a school In Good Standing.

Implications for Instructional Program

- Build stronger communication skills through word processing, as well as through the Internet.
- Become proficient at doing research, in the computer lab, school library, the classrooms through the use of the web as well as through available software.
- Provide Academic Intervention Service in reading, math, social studies, and science to those students who have not met, or are in danger of not meeting the standards incorporating the use of laptops during instruction.

School Climate

Summary of Data and Analysis/Findings

Insufficient number of trained school aides to supervise lunch hours

During lunch hours a number of students become physically and verbally aggressive.

The number of student superintendent/ principal suspensions in 2009 was 10 as compared to 35 in 2010.

During regular instructional time, school climate is conducive to learning

Implications for the Educational Program

- There is a need to find resources to engage students in positive behavior during lunch hours.
- Create a feeling of school ownership among the student body to enhance their respect for themselves and others.
- Meet with school aides regularly to discuss issues and ways to improve student behavior.

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.

GOAL #1

ELA

For 2011, we will increase the percentage of students on Grades 3, 4, and 5 at Level 3 and 4 in ELA to 52.4% as measured by the ELA New York State Test.

After conducting our needs assessment, the SLT found that our students' reading scores went down considerably due to the state raising the cut scores for proficiency. As a result, our teachers will focus on independent and guided writing in order to improve student achievement. We will use running records, the Interim and the Benchmark assessments to track student progress.

GOAL #2

MATH

For 2011, we will increase the percentage of students on Grades 3, 4, and 5 at Level 3 and 4 in Mathematics to 69% as measured by the NYS Mathematics Test.

After conducting our needs assessment, the SLT members found that our students' math score went down considerably due to the state raising the cut scores for achieving proficiency. As a result, students need to develop the skills and strategies to problem solve using effective instructional strategies. Our students will also be tested frequently by using teacher made tests, Everyday math unit tests, to collect and analyze data, and to plan for instruction.

GOAL #3

TECHNOLOGY

For 2011, we will increase the percentage of classroom teachers' use of data to inform instruction to 60% and student use of computers for enrichment by 70% as measured by student performance increase in ELA and Math State Tests in grades 3, 4, and 5 and student performance increase in ECLAS test results for Grades 1 and 2.

Our needs assessment reveal that a great number of our teachers are not using the technology tools available to them. In fact some of them hardly access their Department of Education e-mail. Through workshops on the use of ARIS, Acuity, and Spreadsheet, our teachers will collect and analyze data to plan for instruction and to meet the needs of individual students.

GOAL #4
SAFETY and DISCIPLINE

For 2011, we will decrease the percentage of Principal and Superintendent Suspensions to %% as measured by the _____ Report.

Our needs assessment reveal that in the last three months of the school year 2009-2010, Principal and Superintendent increased significantly. As a result, we will begin our Character Education Program early in the year in offer to set clear expectations for students and create a safe environment that will result in improvement in student achievement is measured by ECALS NYSSSELAT, and the New York Sate Exams.

GOAL #5
PARENTAL INVOLVEMENT

For 2011, we will increase the number of parent participation in school activities to 60% as measured by the Parent Survey Results and PTA meetings and Parent Conference attendance sheets.

Our needs assessment survey reveals that in the 2009-2010 school year, only 50% of our parents filled out our school survey. There was also a noticeable drop in the number of parents who attended PTA meetings and Parent workshops. As a result, our parent coordinator in the school in general is making efforts to reach out to parents through of the school messenger, translation of communications that go out to parents in the primary languages spoken by the student population.

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.*

GOAL # 1 - ELA

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For 2011, we will increase the percentage of students on Grades 3, 4, and 5 at Level 3 and 4 in ELA to 52.4% as measured by the ELA New York State Test.</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>	<ul style="list-style-type: none"> • Teachers will participate in professional development in Balanced Literacy and Differentiation of Instruction conducted by outside consultants, CFN 401, Title 1 teachers and APs • Students will participate in AIS and/or ESL services. • Student Independent and writing notebooks will be monitored monthly to determine growth and writing volume. • Teachers will update running records every six weeks to assess student progress • At risk students will participate in Extended Day and Saturday Academy • Students will be assessed every six weeks using the Benchmark assessments supplied by the <u>Imagine It</u> program • Implementation of a 120 Literacy Block • School will subscribe to Ticket to Read and Brain POP • Target Population - Grades 3, 4, and 5 Level 1 and 2 Students • Responsible Staff Members - Title I Teachers, Supervisors • Time Line - Professional Development - On-going: September 2010 - June 2011; AIS and/or ESL - September 2010 - June 2011; Extended Day and Saturday Academy - October 2010 - May 2011; 120 minute Literacy Block, Ticket to Read, Brain POP, Imagine It - September 2010 - June 2011;
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Two Title 1 teachers pushing in grades K, 4, and 5 in ELA (\$205,000) ; 1C4E teacher pushes in all classrooms with special needs students in grades 1 and 3 (\$102,083) ; One Title 1 Reading Teacher (\$102,083) pushes in grades 1,2,3.</p> <p>Assistant Principal (\$123,000)will conduct professional development on differentiated instruction</p> <p>Professional Development by CFN401 (\$27,0000 TLCHF)</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Sign-in sheets and Agendas will be kept
- Classroom visits with Assistant Principals using “walk through” check lists
- Running Records/Conference Logs/Student Notebooks/Portfolios
- Bulletin Boards in the halls and Classrooms
- Records of Students’ reading 25 books or more
- An increase in student reading achievement as measured by jump of 2 to 3 reading levels on running records.
- A 50% increase in the number of students who meet proficiency as measured by the ECALS assessment in grades K-2
- A 3-5% decrease in the number of students who score levels 1 and 2 in the NYS ELA assessment.

GOAL #2 - MATHEMATICS

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For 2011, we will increase the percentage of students on Grades 3, 4, and 5 at Level 3 and 4 in Mathematics to 69% as measured by the NYS Mathematics Test.</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>Title I Math Specialist, CFN 401 Math Specialists and Assistant Principals will revisit with teachers the structure of the Workshop Model as it pertains to mathematics instruction. Reintroduction of the Everyday Math program as it pertains to implementation Implementation of Problem of the Day The creation of a pacing calendar that is aligned to the revised New York State Math assessment. Provide Professional Development in the use of manipulative. Use of Acuity to group students for instruction Alignment of Professional Development to meet the teachers’ needs as measured by teacher data reports. Differentiated Professional Development for new teachers and teachers of Grades PreK to 2. Implementation of a Math Olympiad in June 2011.</p> <ul style="list-style-type: none"> • Target Population - Grades 3, 4, and 5 Level 1 and 2 students in mathematics • Responsibility - Title I math Specialists, Supervisors • Time Line - September 2010 - May 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Professional development Conducted by the CFN(\$27000 TL CF), the Title I math Staff Developer (\$102,83)and the A.P.(Title I \$12,000)/ Two Title I teachers will push in 2 days a week in grades K-5 (\$205,000)Teacher Inter-visitations by teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Documented evidence provided through formal/informal observations and Learning Walks that 100% of all classroom teachers use the Workshop Model in the delivery of Mathematics instruction Documented evidence provided through formal/informal observations and Learning Walks that 100% of all classroom teachers implement the Problem of the Day. Informal, formal observations and Walk Through sheets of Mathematics lessons will reflect all aspects of the Math Program. Results of monthly/unit tests from the Everyday Mathematics program. 75% of all students in PreK to 5 will show proficiency on the unit/monthly tests.</p>

	<p>A decrease of 3-5% in the number of students scoring at Level 1 and 2 in the New York State Math exam Copies of attendance and agendas for the Professional Development sessions.</p>
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GOAL #3 - TECHNOLOGY

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For 2011, we will increase the percentage of classroom teachers' use of data to inform instruction to 60% and student use of computers for enrichment by 70% as measured by student performance increase in ELA and Math State Tests in grades 3, 4, and 5 and student performance increase in ECLAS test results for Grades 1 and 2.</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>Conduct 6 to 10 sessions of Professional Development for teachers. Tech EQUIP, the company that supplied the smart boards will do the workshops. Demonstration lessons for classroom teachers by Title I Technology Specialist. Implement Professional Development on the integration of Technology in the curriculum by CFN 401. Conduct workshops on ARIS and Acuity by CFN 401 network. Encourage Teachers to keep electronic records using the technology that comes with the SRA Imagine it Program. Collect electronic data from the teachers. Implement Web-based projects for students. Assign enrichment activities through Acuity, Ticket-to-Read, Brain Pop, One More Story. Disseminate information (Weekly Bulletin, School Calendar, Workshop Agenda, etc.) via electronic distribution list. Make sure that all teachers access their DOE email . Time Line - September 2010 - June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> Professional Dev. will be provided by the data specialist, the CFN (\$27000 TL CF), and the A.P (Title I \$12,000)/Laptop computers already purchased. <p>The use of Acuity and ARIS to promote the collection and analysis of data. Title I computer teacher (\$102,000) will conduct workshops for teachers on the Integration of technology in the curriculum. Title I teacher will also instruct students on using Microsoft word and publisher to type and publish papers, and on the use of the internet to conduct research.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Documented evidence of classroom computers being used during Learning Walks and Classroom Observations. Assignments that provide for the use of the internet. Agendas and Sign-In Sheets for Professional Development. Schedule of lap top and cart usage Record of Ticket-to-Read usage Increase in student achievement as measured by ECLAS, NYSSELAT and New York State exams</p>

GOAL #4 - SAFETY AND DISCIPLINE

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For 2011, we will decrease the percentage of Principal and Superintendent Suspensions to 5% as measured by the OORS Report.</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>By November 3, 2010 all teachers will be trained in the Character Education Program Connect With Kids. The Assistant Principal will begin the training beginning October 4, 2010 during grade conferences and Lunch and Learn sessions. Parents will be informed of the program through parent letters, flyers and during the Parent Teachers Association meeting. A kickoff assembly will take place the second Monday in November Conduct School Orientation after each school break The implementation of the School Discipline Code Make teachers responsible for discipline by encouraging them to follow the Ladder of Referral. The Assistant Principal for Safety and Discipline will conduct Workshops on Classroom Management for teachers experiencing difficulties in maintaining discipline. Closely monitor movement of students during and after lunch/recess periods. Target Population - Students Responsible Staff - Teachers, School Aides, Supervisors. Timeline - October 4, 2010 - June 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Workshop on Character Education will be conducted by A.P.(Title I \$12,000) Parent workshops will be conducted by both A. P and Parent Coordinator (TL 46,985).</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>A 5% decrease in the number of Principal and Superintendent suspensions. A decrease in the number of occurrences entered in OORS. An overall improvement in school tone and perception of safety as measured by parents and teachers responses in the environment survey. Improvement in overall student achievement as measured by the ECLAS, NYSSELAT, and new York State exams. Monthly study of OORS report will indicate % decrease.</p>

GOAL #5 – PARENTAL INVOLVEMENT

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For 2011, we will increase the number of parent participation in school activities to 60% as measured by the Parent Survey Results and PTA meetings and Parent Conference attendance sheets.</p>
<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>Send home Monthly Parent Calendar Make use of School Messenger to notify parents about meetings and school events Hold Honor Rolls Breakfast and Luncheons Continue with Learning Leaders Conduct more frequent trainings for parent Volunteers and on Parenting Skills Hold Curriculum training sessions for parents Back to School Parent Night Make positive phone calls to parents Provide translators for parents at PTA meetings Translate all home communications in the primary languages</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Training will be provided by Learning Leaders Workshop by Parent Coordinator Teachers will be paid per session to translate flyers and letters and to interpret for parents at PTA meetings (Title I Translation services(\$1266)) The use of the school Messenger to contact parents Time Line - September 2010 - June 2011 Responsible Staff members - Parent Coordinator</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>There will be 2 to 3 Learning Leaders helping out on every floor. Attendance sheets for PTA meetings and Workshops Documentation of at least 15 positive phone calls to parents by Assistant Principals and Principal. Percentage of parents filling out the 2011 Learning Environment Survey Improvement in student achievement as measured by ECLAS, NYSELAT and New York State exams Purchase order for School Messenger and printouts of calls made by School Messenger</p>

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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			N/A	N/A	2			4
1	78	78	N/A	N/A	1			11
2	48	48	N/A	N/A	4			18
3	51	51	N/A	N/A	1		1	9
4	58	58	74		1			6
5	56	56		93	2			8
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, Mathematics, Science, and Social Studies assessments.
- 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. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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>ELA: ELA: Spellread Voyager Ticket to Read BrainPop Read-A-Thon</p>	<p>Spellread– Intervention program that provides for students in Grade 3, 4, and 5 to master phonological automaticity and to become efficient and expert readers. This program is specifically designed to meet the needs of struggling readers.</p> <p>Voyager -Voyager Passport is a comprehensive reading intervention that meets the needs of all struggling readers. It targets the priority skills and strategies that basal readers only mention. Research-based daily lessons, frequent progress monitoring.</p> <p>Ticket To Read – An interactive, Web-based, student-centered learning component that promotes Practice of actual text reading. The program enables students to build, strengthen, and Reinforce reading skills as they navigate through a self-paced instructional path. Motivational Features provide students with incentives to practice.</p> <p>BrainPop - This program creates animated, curriculum-based content that engages students, supports Educators, and bolsters achievement. The program’s on-line educational resources include BrainPop Jr. (K-2), Brain Pop, Brain Pop Espanol, and Brain Pop ESL.</p> <p>Read-a-Thon – The activity was designed to firmly establish the Independent Reading segment of Balanced Literacy.</p>
<p>Mathematics: Achieve It! BrainPop Math Playground</p>	<p>Achieve It!: This program targets instruction for test success. This program is a research-based program that provides differentiated instruction to children, helping each student to maximize his or her growth potential. The program diagnoses test readiness, accommodates different kinds of learners, targets specific skills and emphasized specific strategies to solve problems.</p> <p>Brain Pop - This program creates animated, mathematics curriculum-based content that engages students, supports Educators, and bolsters achievement. The program’s on-line educational resources include Brain Pop Jr. (K-2), Brain Pop, Brain Pop Espanol, and Brain Pop ESL.</p> <p>Math Playground - An on-line Math Program for students who needed a fun way to practice math facts. Math Playground includes a wide variety of math topics, from problem solving and mathematical art to real life math. This program is used in the auditorium, during inclement weather recess.</p>
<p>Science:</p>	<p>All Fourth Grade students are provided AIS through the Science Cluster Program. The students are given additional support using FOSS materials. The cluster teacher also collaborates with the classroom teacher to ensure cohesiveness in covering the curriculum.</p>
<p>Social Studies:</p>	<p>All Fifth Grade students are provided AIS through the Social Studies Cluster Program. The students are given additional support using the internet. The cluster teacher also collaborates with the classroom teacher to ensure cohesiveness in covering the curriculum.</p>

At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	<p><u>The Social Worker</u> provides social services and assistance to improve the social and psychological functioning of children and their families.</p>
At-risk Health-related Services:	<p><u>The School Nurse</u> provides first aid services to all students, and also provides skilled nursing services to those students with a documented need.</p> <p><u>An Automated External Defibrillator program</u> functions at our school. CPR and AED training to our staff has been provide to the staff.</p> <p><u>Physical Education and Fitness</u> provides students with physical activities to improve health</p> <p><u>Vision Screening</u> - Trained Learning leaders Volunteers assist with the vision and screening.</p>

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.

Title III Part A at PS 241 provides supplemental assistance to ELL students to develop and enhance their capacity to provide high-quality instruction designed to prepare limited English proficient children and immigrant children to enter all-English instructional settings.

Program Type: English as a Second Language After-School Program; Three days a week; 3:30-5:30; 40 sessions

Number of Students to be served: 30

Teachers: Two (2) Licensed ESL teachers

Grade Levels: 2-5

Language of Instruction: English

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.

Section III. Title III Budget

School: 17K241 _____ BEDS Code: 331700010241 _____

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	\$9,978 – Per Session	After School Program 2 teachers@ 100 hours X 49.89 = \$9978
Purchased services - High quality staff and curriculum development contracts.	None	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)

Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$3000 Language for Learning Comprehensive Reading Assessment General	Supplemental materials used for the program General Supplies for the children (portfolios,paper,copy paper, pencils)
Educational Software (Object Code 199)		
Travel	1200	NYSABE CONFERENCE
Other Parental Involvement	822	Workshops
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.

The data reveals that ELLs across the grades perform below standard in Reading and writing. Units of instruction will be planned to meet the performance standards for each of the targeted grade level. Our ESL teachers will utilize instructional time after school by providing the students with differentiated instruction by grouping them into levels of language fluency and academic proficiency.

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.
 - a. Proficient member of staff will translate and interpret accurately for parents who speak Spanish, Haitian Creole and French.
 - b. PS 241 will use for all parents the hotline for language interpretations. The Board of Education also has provided schools with written translations.

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.

Some strategies are as follows:

- Be direct and write simply and clearly. Existing documents may be edited so that only relevant sections are translated, or new, shorter documents may be produced specifically to be translated. A translator may find it easier to work from notes – unlike full text; a set of essential points will not have to be unravelled first.
- Be consistent, particularly in the use of terminology and abbreviations.

- The target document will not be the same length as the source document, so allow extra time to accommodate this difference when preparing leaflets, etc. This may also have implications for the costing of the project.
- Specify the required style, including the type of vocabulary and complexity of sentences. The style will vary according to your target audience and what you wish to achieve.
- Avoid using idioms and colloquialisms. However, if these are part of the style you wish to achieve, discuss them in detail with the translator.
- Substitute images for text wherever possible. Photographs and diagrams can be far more effective, and the same ones can be used for different languages, providing that any cultural content is compatible.
- Finalize the content of the document before sending it for translation. Accommodating changes once the translation process has begun can be costly, time-consuming and frustrating for the translator.

The following process will be followed to ensure a well written, accurate translation:

- The document to be translated is assigned to a person who is well versed with the native language.
 - The document is edited by a person who is fluent in both the target and source languages
 - The document is proofread by a person who is fluent in both languages.
 - Further recheck the document to ensure correct translation
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.
 - Information regarding the DOE's Language Interpretation Hotline will be communicate to parents
 - Arrange for an Interpreter for parents
 - Train Parents to become Interpreters. Especially with languages that are common (Urdu, Fulani, etc.)
 - Create an interpreter' schedule with other staff members
 - Train interpreters and staff
 - Review educational terms and vocabulary with the interpreter (i.e. special education, state standards, etc.)
 - Allow more time for translations
 - Educate staff on cultural differences
 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>.

Parents who require language assistance for effective communication will be provided translation and interpretation services. Students and other minors will not be used for interpretations. Parents will use the DOE's hotline for language interpretations during formal and informal meetings where student achievement and/or student conduct are discussed. Parents will be trained to become Interpreters (Learning Leaders). Interpreters will be arranged for parents to communicate with teachers, guidance counselors, school nurse and/or other staff regarding critical information.

Translated documents will be prepared regularly and in a timely fashion. The school provides parents, whose primary language is a covered language, with a translation of any document that contains individual, student-specific information.

Free translations will be provided to parents through the DOE Translation Hotline.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	577,953	111,532	689485
2. Enter the anticipated 1% set-aside for Parent Involvement:	5780	1115	6895
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28897	*	
4. Enter the anticipated 10% set-aside for Professional Development:	57795	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2008-2009 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.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

This School- Parent Compact will be effective for the 2010/2011 school year.

PART 1 – REQUIRED SCHOOL – PARENT COMPACT PROVISIONS

The Emma Johnston Elementary School P.S 241, and the parents of the students participating in activities, services, and program funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (Participating Children), agree that this compact outlines the means by which the parents, the entire school staff, and students will share that responsibility for improved student academic achievement to meet the NYS standards.

The Emma Johnston Elementary School (17K241) will:

- **Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:** Each student will have a program as mandated by NYS. Students will be able to work in small learning groups and have support assigned according to their needs.
- **Hold parent – teacher conferences (at least bi-annually in school) during which the compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:** Parents – teacher conferences are held twice a year during the fall and later during the winter
- **Provide parents with frequent report on their children’s progress. Specifically, the school will provide reports as follows:** Students will receive three report cards during the academic year. Parents will receive letters concerning students whose promotion may be doubtful.
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:** Teachers will be available for parents during the two conferences each year. In addition, teachers will be available throughout the year during the teacher’s preparation time with an appointment.

- **Provide parent opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:** The PS 241 PTA and the parent coordinator of the school's Office of Family Engagement hold numerous events each year to involve parents directly in school activities.

PARENT RESPONSIBILITIES

We as parents will support the children's learning as follows:

Supporting my child's learning as follows:

- Making certain that my child gets to school on time and prepared every day;
- Keeping track of attendance and punctually;
- Having conversations with my child about each day's activities at school;
- Giving my child an opportunity to complete homework every day;
- Collaborating in decision concerning my child's education;
- Taking part in school activities regularly;
- Reading with my child;
- Keeping up-to-date on my child's education and communication with the school by reading all notices from the school and the District received by mail or back-pack.
- Taking my child to the library;
- Presenting a good model, by my conduct, that emphasizes positive values, such as responsibility ,respect, and good work;
- Respecting the difference that other cultures may have;
- Helping my children to understand that they are accountable for their behavior;
- Supporting the school discipline policy
- Express nothing but high expectations and recognize my child for good work done;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPOSSIBILITIES

We, as students will share the responsibility for improving our performance and achievements, the State's High standards. Specifically, we will:

Describe the ways in which the students will support their academic achievements, such as

- Come to school to do the best
- Come to school prepared, with the materials needed
- Listen attentively and follow directions
- Use library and technology to get information
- Do all class work assigned
- Complete homework on time and ask for help if needed
- Bring all notices home from school and give them to parents
- Respect the rights of other and be honest
- Follow the school's rules of behavior
- Wear the school uniform

- Go to bed on time each school night to be prepared and alert for school the next day
- Do extra reading outside of school every day
- Study for all assignments
- Take part in class discussions

The Emma Johnston Elementary School (17K241) will:

- Involve parents in the planning and review of the school’s parental involvement policy in a timely and ongoing manner.
- Collaborate with parents in the development of school- wide programs.
- Host an annual meeting to discuss with and to inform parents of the school’s participation in Title 1 programs and to explain the rights of parents involved in Title 1. The school will continue to offer additional parental involvement meetings during the school day or evening to enable the attendance of as many parents as possible. P.S 241 will encourage parents to attend meetings related to Title 1 programs.
- Give information to parents upon request, and to the extent possible, in a language parents understand.
- Give parents, in a timely manner, information about curriculum, assessment, and State standards for satisfactory performance for each grade level.
- PS 241 will provide parents with individual assessment results, at least in English Language Arts and in Mathematics.
- The Emma Johnston School will inform parents when their child has been assigned for more than four (4) consecutive weeks by a teacher who is not highly qualified.

SIGNATURES

School Staff – Print Name **Signature** **Date**
Parent(s) – Print Name(s)
Student (if applicable) – Print Name

(NOTE: the NCLB law does not require school personnel and parents to sign the School – parent compact. However, if the school and parents feel signing the School – parent compact will be helpful, signature may be encouraged)

P.S 241 Parent Involvement Policies

Responsibility for parental involvement must be shared by all members of the school staff. Although the Parent Coordinator and/or Family Assistant may have a higher level of ongoing direct involvement with parents/guardians, it is essential that the school-based supervisor/staff developer and the classroom team clearly communicate their enthusiasm for parental involvement.

The School-Based Supervisor/Staff Developer

The School-Based Supervisor/Staff Developer in cooperation with other members of the school community work together to establish and maintain a supportive school climate that acknowledges the positive outcomes of active involvement. To increase parent involvement, the School-Based Supervisor/Staff Developer works with the school team to:

- Invite and welcome parents/guardians into the school;
- Acknowledge and show respect for parents/guardians voice;
- Maintain regular formal and informal contact with parents;
- Uphold high expectations for all;

- Provide information on educational issues;
- Maintain a viable presence at parent involvement events including those in the Parent Resource room and the classroom.
- Facilitate opportunities for parents to assess children’s progress.

The Teaching Staff

The Teacher’s role in parental involvement is pivotal to successful implementation of the home-school partnership. Developing a respectful reciprocal relationship with parents/guardians is essential. Dialogue must flow both ways. The teacher can reach out to promote parent involvement by:

- Establishing a classroom environment that conveys the feeling of “you are welcome”;
- Demonstrating respect for diversity in family structure, ethnicity, culture language;
- Being sensitive to family stressors;
- Reporting on student progress on a regular basis;
- Striving to focus on the strength of students.

(Please sign and return the bottom portion of this form.)

I, _____, parent of _____, of class _____, have read and understand the Parent Involvement Policy, above, and agree to do my part to ensure my child’s optimum educational experience at Emma L Johnston (P.s 241).

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.

The school uses an array of assessments to determine the needs of its students and to address the state academic content and student academic achievement standards. These assessments are ongoing and include: teacher made assessments, benchmark assessment tests, Unit test of the Every Day Math program, Running records, Interim assessments, ECLAS 2, and portfolios. The results of those tests are used in the planning of instruction. They are also used in planning of professional development for teachers.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- PS 241 has a variety of programs that address the needs of all its students. The reading program Imagine It has three Components: One that addresses the needs of students who are advanced; one that addresses the needs of students Who are functioning below grade level, and another one for ELLs. In addition, programs such as Daybook by Great Source, Ticket to read provides enrichment to advanced students. Our AIS program uses an array of Intervention programs such as: Wilson, Foundations and Spell Read. The Extended and Saturday Academy programs increase the amount of learning time for struggling students. The school based assessment team also works with at-risk students during the day.

3. Instruction by highly qualified staff.

Of the 47 teachers at PS 241, 100% are fully certified.

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.

We have ongoing professional development for teachers to enable them to

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

Recommendations from school staff members

Attendance at citywide recruitment fair

We also encourage our paraprofessional to become teachers.

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

PS 241 has over 30 Learning Leaders. They help in the cafeteria, the school yard, and assist teachers in the classroom. The parent coordinator organizes frequent workshops on technology, testing, ARIS, and parenting skills. All letters that go out to parents are translated in French, Spanish, and Haitian Creole. The School Messenger keeps parents informed of all activities happening at the school.

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.

The kindergarten teachers work very closely with our pre-K teachers in order to facilitate the transition from pre-K to Kindergarten. Programs such as Imagine It helps prepare our pre-K children for the real thing. Every year, PS 241 holds orientation for incoming kindergarten children and their parents. They visit the classrooms, and are introduced to the teachers.

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.

Teachers are involved in the ordering of test materials for their students. There are several committees at the school through which teachers make recommendations for assessment and instructional materials. The Literacy and Math committees meet once a month to look at the instructional program and review test data. These meetings generate valuable data to make decisions about purchasing assessment and instructional materials.

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.

Teachers are mandated to include in their lesson a 5-minute assessment. The results of such assessments are used by teachers to plan for individual students. We have also implemented a 30-minute independent reading block during which teachers conference with students not only to provide one on one support but also to monitor student progress. Our benchmark assessments, given every six weeks, generate useful information for the purpose of monitoring student learning and achievement. The needs of struggling students are addressed by AIS teachers during the day, the Extended Day and Saturday Academy programs.

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.

The parent coordinator works in partnership with community based organizations to assist parents who are homeless, do not speak English, or lack basic literacy skills.

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 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 FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			577,953	✓	24, 26
Title I, Part A (ARRA)	Federal	✓			111,532	✓	27, 28
Title II, Part A	Federal	✓			138938	✓	23
Title III, Part A	Federal	✓			15000	✓	26, 37, 39
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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.

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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://schoonmols.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

As of October 26, 2010, there were 2 students in Temporary Housing at the school. We provide a number of services to them. The family worker works with them to insure that they get here on time, also making sure that they have bus passes. The guidance counselor pulls them out for counseling. The parent coordinator checks with them often to make sure they have uniforms and are being fed at home.

2. Please describe the services you are planning to provide to the STH population.
The services planned to provide the Students in Temporary Housing are:
 - Bus passes distributed.
 - Counseling for both students as well as their parents.
 - Parent Coordinator will assist parents with concerns and needs
 - School will provide students with assistance with school supplies

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.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 241 Emma L. Johnston						
District:	17	DBN:	17K24	School		331700010241	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	36	36	54		92.5	93.7	93.5
Kindergarten	59	103	91	Student Stability - % of Enrollment:			
Grade 1	90	94	103	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	102	94	109		92.8	88.5	88.8
Grade 3	83	79	88	Poverty Rate - % of Enrollment:			
Grade 4	94	90	71	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	105	92	95		81.0	94.2	95.5
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		8	50	59
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		11	7	3
Grade 12	0	0	0	Special Education			
Ungraded	0	1	1	Suspensions (OSYD Reporting) - Total Number:	2007-	2008-	2009-
Total	569	589	612	<i>(As of June 30)</i>	1	3	8
				Principal Suspensions	20	7	27
				Superintendent Suspensions			
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:	2007-	2008-	2009-
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	52	49	47
# in Dual Lang.	0	0	TBD	Number of Teachers			
# receiving ESL services only	69	65	TBD	Number of Administrators and Other Professionals	12	12	8
# ELLs with IEPs	2	12	TBD	Number of Educational Paraprofessionals	4	4	11
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	97.8
				% more than 2 years teaching in this school	82.7	89.8	89.4
				% more than 5 years teaching anywhere	59.6	71.4	89.4
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		85.0	88.0	91.5
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	91.0	95.2	97.0
Black or African American	92.6	89.8	89.9				
Hispanic or Latino	6.2	7.1	8.3				
Asian or Native Hawaiian/Other Pacific	0.2	0.3	0.3				
White	0.7	1.4	1.0				
Male	50.3	52.0	52.0				
Female	49.7	48.0	48.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
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
	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	-	-	-				
Asian or Native Hawaiian/Other Pacific							
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	32.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	9.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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 CFN 401	District 17	School Number 241	School Name Emma L. Johnston Sch
Principal Frantz Lucius		Assistant Principal Valeria Godbred Derek Jones	
Coach N/A		Coach N/A	
Teacher/Subject Area Marie Jean, ESL		Guidance Counselor Frank Alcamo	
Teacher/Subject Area Emilio Marcel, ESL		Parent Olivia Wint	
Teacher/Subject Area type here		Parent Coordinator Paulette Morrissette	
Related Service Provider Marcia Walker		Other Mathilde Avitus-Crepin	
Network Leader Alice Brown		Other type here	

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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	616	Total Number of ELLs	72	ELLs as Share of Total Student Population (%)	12.27%
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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.
5. 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.)
6. 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

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.
 All students are identified upon enrollment and assessed.
 School Home Language Identification Surveys (HLIS) are completed by parents at enrollment and examined.
 HLISs forms are in varied languages to ensure that the family understands the information requested.
 Bilingual staff members are on hand for formal oral interviews in Native Language where possible.
 Students whose first language is other than English will be assessed for English Proficiency using the LAB-R.
 Student eligibility for ESL or bilingual services will be determined.
 Parents of eligible students will be notified of results.
 Additional academic assessments will be administered.
 Student data will be entered in the ATS system
- 2) What structures are in place to ensure that parents understand all three program choices (Traditional Bilingual, Dual Language, Freestanding ESL)
 To ensure that the parents of ELL students understand all three program choices, ELL parents' orientation meetings are scheduled at the beginning of each school year and during the year to familiarize parents about the school system and the different programs that are offered. These meetings are available with translators in the parents' home language. At the parent orientation parents are given an opportunity to discuss the program choices and choose the program best suited for their child. The programs that PS 241 offers is generally aligned with the parents requests.
- 3) Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.
 Entitlement letters are normally filled out in the school with the assistance of the ESL teachers. The ESL teachers as well as the Parent Coordinator and the Family Worker keep in close contact with parents who have not completed the form to ensure that the forms are submitted.
- 4) 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?
 For the past few years, a preponderant majority of the parents select the ESL program. Over 99% of the parents requested the ESL program. They generally want their children to assimilate as quickly as possible.

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 Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	68
SIFE	3	ELLs receiving service 4-6 years	4
		Special Education	6
		Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	68	3	6	4	0	0	0	0	0	72
Total	68	3	6	4	0	0	0	0	0	72

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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

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
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:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	2	4		1								12
Chinese														0
Russian														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
Bengali														0
Urdu														0
Arabic	1													1
Haitian	1	1	2	3	6	6								19
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	7	12	9	4		7								39
TOTAL	12	15	13	11	6	15	0	72						

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)

How is instruction delivered?

a. What are the organizational models?

The students are placed in age/grade appropriate educational setting giving consideration to all placement criteria and adequate support to gain English Language proficiency as well as access to core content and all programs, services and extra-curricular activities. Standard-based literacy instruction is provided in English for the ESL pull-out program, following the Language Allocation distribution.

b. What are the program models?

English will be the language of instruction in the program. The Students are heterogeneously grouped within each grade. All students receive instruction in self-contained classrooms in which cluster teachers are deployed to enrich the curriculum. Instruction will be developed around real life, meaningful and purposeful experiences. All of the lesson activities will be based on strategies that have been proven successful with English language learners.

- 2) How does the organization of staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. Based on the students' LAB-R and the NYSESLAT scores and in accordance with CR Part 154, students at the beginning and the intermediate levels receive 360 minutes of ESL instruction weekly. Students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly.
- 3) Describe how the content areas are delivered in each program model.
In addition to the Pull-out program, ELL students receive instruction using the workshop model in all the major subjects. Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively.
- 4) How do you differentiate instruction for all ELL subgroups?
- a. Describe your instruction plan for SIFE?
The instructional plan for Students with Interrupted Formal Education is as follows:
- § Intensive English language development instruction teaching social and academic language in small group settings
 - § Intensive literacy development
 - § Newcomer programs within a school aimed at building academic foundation for students with interrupted formal education – small group instruction – Funded teachers
 - § Modified scheduling
 - § Extended 50 minute block small grouping
 - § Provide training in ESL techniques for mainstream teachers
 - § Collaboration with ESL and mainstream teachers
 - § Title III After-school program
 - § Integrated cultural activities
 - § Recognition of Students' native language
- b. Describe your plan for ELLs in US schools after one year; specify your instructional plan for these students.
The instructional plan for ELLs in US schools after one year is as follows:
- § Intensive English language development instruction teaching social and academic language in small group settings
 - § Extended 50 minute block small grouping
 - § Title III After –school Program
 - § Individual tutoring
 - § Language development
 - § Cooperative learning
 - § Integrated cultural activities
 - § Recognition of Students' native language
- c. Describe your plan for ELLs receiving service 4 to 6 years
The ESL teachers as well as the classroom teachers will follow the Children's Initiative Curriculum using the balanced literacy program which consists of:
- § Independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, vocabulary word study.
 - § Cooperative learning
 - § Title III After-school program
 - § Integrated cultural activities
 - § Recognition of Students' native language
- d. Describe your plan for Long-Term ELLs (completed 6 years)
The ESL and classroom teachers will reinforce the understanding of the learning strategies that will prepare the ELL students to be critical thinkers, effective communicators, and skillful problem solvers. At present, we do not have long-term ELLs.
- e. Describe your plan for ELLs identified as having special needs
The instructional plan for Students identified as having special needs is language acquisition. Some common academic intervention options are as follows:

- § Re-wording the text of the reading assignment in simple phrases
- § Writing hints or reminders in the text.
- § Using real life experiences when discussing the reading material
- § Having the work or tests read orally (if indicated on IEP)
- § Pairing ELL students with other ELL students
- § Using a tape recorder to play books on tape
- § Provide visuals to support academic work
- § Break work into smaller pieces
- § Explicitly teach study skills/habits, as well as effective ways of using educational resources and materials
- § Provide native language support to the student in the classroom
- § Provide more time to finish assignments

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) Describe your targeted intervention program for ELLs in ELA, math and other content areas

§ ELA – The program targeted for our ELLs in ELA is Language Learning and the school-wide program entitled Imagine It!

§ Math – The Everyday math program is used throughout the school. The program bolsters students' understanding through a highly interactive learning environment that presents even the most abstract concepts with ease. The program is presented to students in the context of real-world examples. ELL students are able to develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills.

6) Describe your plan for continuing transitional

The goal of the continuing transitional plan is to provide ELLs with the necessary support to achieve academic proficiency in all subject areas using English as the language.

7) How are ELLs afforded equal access to all school programs? Describe after-school

Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. The Students are heterogeneously grouped within each grade. All students receive instruction in self-contained classrooms in which cluster teachers are deployed to enrich the curriculum.

8) What instructional materials, including technology, are used to support ELLs?

The instructional materials being used to support the four modalities of language acquisition: listening, speaking, reading, and writing. The ESL classes contain books on tapes, leveled readers, and culturally oriented materials to accelerate the learning process. The ESL teachers will use a variety of texts and resources to enhance language acquisition. The teachers will use the Rigby's On Our Way to English developmental series which focused on the above-mentioned modalities.

9) How is native language support delivered in each program? (ESL)

Native language support will be delivered through sharing and demonstrations of the students' first language. Native language recognition will be on-going.

10) Do required services support, and resources correspond to ELLs ages and grade levels?

Required services support and resources do correspond to ELLa ages and grade levels.

11) Include a description of activities at your school to assist newly enrolled ELL students before the beginning of the school year?

We will engage our newcomers in a series of activities that will enable them to make a smooth transition from their home culture to that of our school. For example, the newcomers will be given a guided tour of our school; they will be introduced to children who speak their language and be encouraged to make friends.

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. Describe the Professional Development plan for all ELL personnel at the school

The LAP implications for Professional Development support effective delivery of instruction and indicate:

- Intensive professional development provided to the entire staff by administrators, instructional specialists, and specialists in ESL strategies and standards. The PD will take place in workshops, grade conferences, staff conferences, and study groups.
- Training on the components of a comprehensive balanced literacy program using the workshop model.
- Application of the workshop with English as a Second Language and ELA scaffolding instruction
- Methods of assessments of content-area learning and language development.

2. What support do you provide staff to assist ELLs as they transition form elementary to middle school?

The ESL teachers who provide ESL pull-out services to our ELL students

Regularly articulate with the classroom teachers to monitor ELL's progress and provide the academic support necessary to help the students better transition into the middle school successfully.

3. Describe the minimum 7.5 hours of ELL training for all staff?

To support our monolingual teachers of ELL students, PS 241 will offer 7 ½ hours of professional development on ESL strategies. These on-going sessions will take place during common preps, lunch period (lunch and learn), or on days that are designated as Chancellor's Conference Day. The first meeting is in September, and subsequent meetings will take place once a month between October and January.

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. Describe parental involvement, including parents of ELLs?

To support the parent involvement effort, a parent coordinator will continue to be assigned to the school. The parent coordinator will be in constant communication with all parents. Through the outreach, the PC will schedule workshops designed specifically for parents of ELLs. Such workshops include instruction for certified learning leaders, nutrition courses, technology, parenting classes, updated materials focused on the various school curricula, articulation to Middle School, and assessments. Parent of ELL students receive school related materials in English and in other languages.

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

The needs of the parents are evaluate through the parent surveys. The surveys will pinpoint areas of concerns and enable the school to plan the next steps to address the needs.

3. How do your parent involvement activities address the needs of the parents?

Parental involvement activities address the needs of the parents in several ways. Some ways are through parent conferences, workshops, PTA meetings and discussion groups.

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)	0	3	3	1	0	0								7
Intermediate(I)	0	2	3	5	1	2								13
Advanced (A)	0	0	1	3	3	3								10
Total	0	5	7	9	4	5	0	0	0	0	0	0	0	30

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	1	1	0	1	3
5	2	3	0	0	5

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

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
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								

B. After reviewing and analyzing the assessment data, answer the following

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 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?

We use the ECLAS and Fountas and Pinnell assessment tools to assess the early literacy skills of the ELL population.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

A thorough analysis of the NYSESLAT, math, social studies and science test scores made by both ESL and classroom teachers reveal that there is a greater need for further development in content area literacy

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

Analyzing the data from assessments such as the LAB-R, or the NYSESLAT, PS 241 will make informed decisions in regards to content area instruction while taking into account the language acquisition and development. The ESL program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in test taken in English as compared to the native language? N/A

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

A comprehensive analysis of students' needs, as measured by the State and City-wide standardized assessments, was pivotal in the definition and in the creation of a prioritized list of areas for improving student performance. This analysis will serve as a guide in the implementation of effective strategies for meeting the needs of the ELL students and for providing intensive professional development for teachers.

c. What is the school learning about ELLs from the Periodic Assessments?

The data reveals that the ELLs across the grades perform below standard in reading and writing.

4. Describe how you evaluate the success of the ESL program for ELLs

a. How are the English Proficient students assessed in the second language?

The English Proficient students are assessed through standardized, class and acuity tests as the monolingual students.

b. What is the level of language proficiency in the second language of EP?

The level of language proficiency in the second language is on the average level 3 – met the standard.

c. How are EPs performing on State and City Assessments?

EPs are performing on or above the standard on the State and City Assessments.

5. Describe how you evaluate success of your programs ELLs

The success of the programs for our ELL students will be evaluated through one or more of the following:

§ NYSESLAT results

§ ECLAS results (Grades K-3)

§ New York State ELA and Math standardized test results

§ Running Records

§ State Science state test results

§ Social Studies State test results

§ Teacher evaluation

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

Part VI: LAP Assurances

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		