



[SCHOOL NAME]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M041

ADDRESS: 116 WEST 11TH STREET, NYC, NY 10011

TELEPHONE: 212 675 2756

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 041 **SCHOOL NAME:** Greenwich Village Elementary

SCHOOL ADDRESS: 116 West 11th Street New York, NY 10011

SCHOOL TELEPHONE: 212 675 2756 **FAX:** 212 924 0910

SCHOOL CONTACT PERSON: Kelly Shannon **EMAIL ADDRESS:** kshanno@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Halee Hochman

PRINCIPAL: Kelly Shannon

UFT CHAPTER LEADER: Susan Schenker

PARENTS' ASSOCIATION PRESIDENT: Ashlea Clarke- Sandra Blackwood

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 203

NETWORK LEADER: Dan Feigelson

SUPERINTENDENT: Daria Rigney

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
Kelly Shannon	*Principal or Designee	
Susan Schenker	*UFT Chapter Chairperson or Designee	
Ashlea Clark	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Frances Scuchman	Member/	
John Baird	Member/	
Alexis Hoffman	Member/	
Halee Hochman (Chair)	Member/	
Gloria Zimmerman	Member/	
Amy Frisch	Member/	
Gabrielle Machinist	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

P.S. 41M is a collaborative community dedicated to the mission of providing the highest quality education for each of our K through 5th grade students. Central to our mission is the shared belief that each child brings to our school a unique set of abilities and talents. Our highly dedicated faculty works closely together to provide a nurturing environment in which all students can achieve academic excellence.

Teachers and staff set clear expectations, provide academic rigor and prepare students to take ownership of their academic learning and social interactions. To ensure cohesion across grades, administration, staff developers and teachers develop a comprehensive curriculum framework. Emphasis is placed on in-depth units of study with an eye towards the Common Core Standards.

Teachers and staff use formal and informal assessments, which measure progress and understanding, to guide classroom instruction. Assessments help teachers understand student strengths and needs and then use this information to set individualized student goals and create plans for meeting those goals. Whole group, small group, partnerships and one on one conferring characterize the learning structures within a classroom. This ensures that all students master the concepts and internalize skills and strategies.

Students are empowered to take responsibility for their own learning by recognizing that effort leads to academic success. They are taught critical reasoning skills and encouraged to take risks. We promote problem solving and critical thinking so that students develop confidence in their own abilities and are active learners. Fostering academic and social independence is central to our mission. In addition to providing the highest quality education, we encourage our children to celebrate diversity, to respect each other and to value honest, hard work.

Our quest for excellence takes us well beyond the classroom. We also incorporate art, music, drama, library, dance, computer technology and physical education into our core instructional program. We take advantage of the richness of our Greenwich Village community and incorporate the arts into our curriculum. We have partnerships with a variety of institutions including New York University, Teacher's College, Stern College, Bank Street School of Education, National Dance Institute, and Caring Communities. We are pioneering a Green Roof Environmental Literacy Laboratory

(GELL) to create a rooftop learning laboratory that raises environmental literacy and enhances student awareness of the role they play in the health of our planet.

Our families are an integral part of our community who actively support our children and our mission. We strive to strengthen our home school connection through family mornings, class parent representatives, curriculum meetings, parent teacher conferences and various workshops. Our school's Parent Coordinator provides regular updates, on a variety of topics, via email.

P.S. 41M's emphasis on strong values and dedication to teaching a standards-based curriculum in a nurturing environment enables our students to achieve their highest potential and continue a life-long quest for learning.

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. 041 Greenwich Village Elementary School				
District:	02	DBN #:	02M041	School BEDS Code:	310200010041

DEMOGRAPHICS									
Grades Served in 2009-10:	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	36	36	0		95.9	95.9	TBD		
Kindergarten	129	135	159						
Grade 1	139	130	124	Student Stability: % of Enrollment					
Grade 2	117	142	122	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	123	106	128		98.6	98.6	TBD		
Grade 4	120	118	107						
Grade 5	86	106	113	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					8.6	10.7	10.7		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	0	0		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	750	773	753		0	0	0		
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	0	0	0	Principal Suspensions	5	5	TBD		
No. in Collaborative Team Teaching (CTT) Classes	61	60	61	Superintendent Suspensions	1	1	TBD		
Number all others	62	70	72						
<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	23	18	14	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	3	4	(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	53	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	14	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	TBD
	0	0	0				
				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	100.0	94.3	TBD
American Indian or Alaska Native	1.9	2.5	2.4	Percent more than two years teaching in this school	59.6	66.0	TBD
Black or African American	4.8	4.5	3.6	Percent more than five years teaching anywhere	38.5	43.4	TBD
Hispanic or Latino	10.8	10.0	8.4				
Asian or Native Hawaiian/Other Pacific Isl.	10.1	9.7	10.1	Percent Masters Degree or higher	87.0	87.0	TBD
White	72.4	72.6	73.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	99.0	100.0	TBD
Multi-racial							
Male	51.1	50.8	49.7				
Female	48.9	49.2	50.3				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input 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): Good Standing	

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	6	6	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:	NR
Overall Score	84.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	54	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	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?
-

Based on ongoing professional development, analysis of student work, and inquiry studies, we saw the need to continue developing more consistent inclusion of content area writing within a grade and across grades. Due to this shift in thinking, teachers are beginning to incorporate content area writing on a more consistent basis.

This work has evolved in our school over time – beginning with teachers attending professional development and continuing this with in-house staff development and inquiry studies. This work has also begun to highlight the connection between the wording of a question and the type of response that students produce. The grade-specific work that takes place is shared at grade meetings and with the faculty.

This focus will support students in gaining a deeper understanding of the units of study and help them articulate their thinking in a variety of ways. Teachers will have a better understanding that for children to gain meaning in all areas, they needed to write about what they learned. We ensured rigorous and consistent goals in units of study within and across grades by anchoring our work in literacy with Teacher's College units of study and in math with the Investigations curriculum.

Based on analysis of student work, teacher observations, performance on state exams and Japanese lesson study, we noticed a need to develop students' ability to communicate their thinking effectively. In math and literacy, our goal for students is to state a clear argument and justify reasoning by using supporting evidence and appropriate content area language. We will use the following structures to see if our goal is being met: grade level meetings, teacher teams and classroom visits.

In math, we observed a gap between oral and written communication. We noticed that students could show their work but not justify their reasoning. There was also a limited use of appropriate mathematical language. We have begun to address this goal by making math language more explicit

and by increasing the use of math journals. In literacy, we noticed that student had difficulty creating a clear argument and providing details to support a thesis. We have begun to address this goal by providing increased opportunity to engage in this type of writing.

The school is developing coherence both instructionally and within the school community by organizing formal monthly meetings centered around cross grade articulation of current learning needs in literacy and mathematics.

Over the past three years, through feedback from school community, teacher team meetings, cross grade Integrated Co-Teaching (ICT) vertical meetings, and the feedback from our previous Quality Review, we noticed that there was a need to establish consistent school-wide learning goals. To promote school-wide instructional alignment we utilized structures such as cross grade articulation. Based on the impact of the work with the ICT vertical meetings, we saw the direct impact in student learning when the teachers were able to see the scope and sequence of learning and expectation in literacy and math. We learned that this structure helped build instructional alignment and capacity across the ICT teams.

We are committed to having our teachers understand that the learning experience is a continuum for all students – what they learned one year will impact what they learn now and in the future.

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.

- 1. To develop a coherent curriculum across content areas and across all grades**

- 2. Extend teachers ability to use data effectively to inform daily instruction across content areas**

- 3. Continue to build school/parent partnerships by providing parents with more structured guidance in how to support their children's learning**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy/Math/Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a coherent curriculum across content areas and across all grades</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>Grade level teams will meet with our staff developers, Hetal Patel, Alexis Hoffman, Susan Ngai, and Hindy List, along with our TC staff developers to look at current reading, writing and math calendars. Each grade will decide what units they want to continue to implement and then lead teachers will help each grade articulate the focus for their respective units of study.</p> <p>Units will be analyzed at grade meetings, our November and June PD days and lastly, we will devote one full day in May to planning with the teachers from each grade for half the day and the other half we will work with the lead teachers to finalize our curriculum maps.</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>Per session and per diem will be available to provide multiple opportunities to all faculty members to conduct this work.</p> <p>Tax Levy money is utilized to support coaches and staff developers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Work with each grade level team to map out the writing curriculum for the year and have lead teachers meet across grade levels to articulate grade level goals.</p> <p>Plan newer units in detail. Set unit goals and weekly goals. Share mini lessons with grade and each teacher will provide feedback on effectiveness of lessons to adjust goals as needed.</p> <p>End of year curriculum maps will show alignment at each grade level.</p>

Curriculum maps will be posted on our school website.

Teachers will have a binder of the units of study in their classrooms that contain all necessary information for completing the studies (mini-lessons, mentor texts). All new teachers will receive copies of these binders to have a framework to guide them.

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Literacy/Math/Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Extend teachers ability to use data effectively to inform daily instruction across content areas</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> - Teachers will engage in ongoing weekly PD at grade level meetings. - Teacher Inquiry teams will document work and share ongoing discoveries at grade level meetings and whole school PD. - CTT teachers and service providers will engage in PD around differentiated instruction with Krsiten GoldsMansour consulting firm. - Academic Intervention Team will guide teachers through Tier 1 strategies to maximize student learning time. - Teachers will share learning around triangulating data sources to enhance instruction for all students. In math looking at mid unit assessments and end of unit assessments. - Teachers will meet with staff developers and assistant principals to set measurable goals for targeted students, classes and grades. - PD will be provided for teachers in the use of ARIS by lead data teachers - Teachers will access TC assessment website and will discuss implications for instruction during lab site visits and at instruction during 8 am PD and at

	<p>grade level meetings</p> <ul style="list-style-type: none"> - Teacher Inquiry Team members will continue to work with grade K-5 teachers to expand knowledge and use of various data systems to monitor student progress and refine instruction PER SESSION AND PER DIEM SCHEDULED FOR THIS - post-it notes K-5 will be pooled and teachers will use sorting of post-its/ stop and jots to decide next steps in reading and writing units - Social studies journals and notebooks will be shared monthly at grade meetings to analyze student understandings of “big” ideas in each unit of study. - Teachers will analyze reading responses elicited from specific writing prompts they developed to determine if student understanding of text is increased.
<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>Per Session and Per Diem set aside for after school meetings and all day workshops and planning days.</p> <p>CTT supplemental PD supplied by Kristen Goldsmansour consultants. Tax Levy dollars used.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Observations in Fall will show teachers increased use of data to plan lessons and differentiate instruction in their classrooms - AIT(Academic Intervention Team) intake forms and update forms will show teachers use of data to monitor students progress throughout the school year - At the end of each marking period teachers will meet with administrators to discuss students who are not progressing in any academic areas <p>-Teacher Teams will meet after each cycle of inquiry (3-4 times a year) to reflect on their findings and the implications of those findings</p> <p>-Teachers in grades 3-5 will log into ARIS at least twice a year</p> <p>-CTT teams will engage in at least 4 workshops that help them identify which data is useful in supporting differentiation and small group strategy/guided reading groups. The data</p>

	<p>will cover content areas as well as community building techniques</p> <p>-Teachers who present at AIT will have updated (revised this year) form filled out showing specific ways they have tried to support their student's needs</p> <p>Teachers in grade 1 will move at least 90% of their students to meet the new TC benchmarks by December.</p> <p>Teachers in grades 1-5 will utilize TC benchmark data from October and March to decide on small groups/strategy groups.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): School-Family Connections

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Continue to build school/parent partnerships by providing parents with more structured guidance in how to support their children's learning</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>Supplement existing programs with additional resources and outlets to solicit and answer parents' questions about supporting their child's education.</p> <p>1. Create a grade-specific series (called the PS 41 Guide for [Grade x] Parents and Caregivers) to address specific ways to support your child</p>

by grade.

This guide should be developed in partnership by grade-level class parents and the lead grade teacher, answering frequently asked questions and guiding parents in what to expect and how to best help their child this year, based on teaching and curriculum plans that already exist. Its goal will be to help parents navigate the evolving expectations as their child grows. Topics will include:

- How this year is different than the previous grade—what should change, what shouldn't
- Homework expectations—how much, when it is due, when to expect it back from the teacher and how to discuss/correct returned homework
- How parents should (and should not) help with homework
- Any recommended/suggested supplementary work

Implementation:

The guides will follow a consistent outline of FAQs, drawing on the teaching and curriculum plans that already exist for each grade.

- By March 2011, the SLT will create a standard outline, which the lead teacher/class parent partnership will then complete for each grade. In addition, each grade may choose to supplement these FAQs with additional relevant information if appropriate. Class parents will work on the current year, in order to create the guide in time for the 2011/2012 school year.
- This guide will then be revised and enhanced in each subsequent year.
- The guide will be introduced, alongside the DOE-issued Grade Level Parents' Guide, at Curriculum Mornings in September, and posted on the website for download.

	<ol style="list-style-type: none"> 2. Introduce a new parents' Q&A session for each grade at the start of the year, sponsored by the SLT and PTA. This session should take place either directly after the curriculum morning or on a subsequent evening and be hosted by the grade class parents and a faculty representative. The purpose of this session would be to address the questions around "how to best support your child's learning this year". This would be a forum to introduce and promote the new guides. 3. Create a more consistent structure for Family Morning in which classroom teachers briefly put the morning's activity in context of the overall curriculum, what's been done and what's coming. This is intended to give parents a better understanding of how learning strategies and tactics support the overall goals of the year. 4. Create a permanent outlet that encourages parents to submit questions on how to best support their child's learning via the PTA. <ul style="list-style-type: none"> • This should be a consistent part of every PTA meeting, with questions fielded by Kelly Shannon, Michelle Pacheco or a subject leader as deemed by Principal Shannon. • PTA meetings should be scheduled and announced well in advance, and scheduled equally for early morning and early evening time slots to better accommodate all families.
<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>	<ol style="list-style-type: none"> 1. SLT Parents will create a standard outline for the PS 41 Guide for [Grade x] Parents and Caregivers with input from Principal Shannon and the teacher members of the SLT. 2. PTA Executive Board/SLT will identify a class parent volunteer per grade to partner with grade teacher leaders to complete the draft for each grade level guide. This will require additional time from the grade teacher leader. 3. Principal Shannon or her assigned designee will review and approve each guide for publication.

	<ol style="list-style-type: none"> 4. Website support will be required to <ul style="list-style-type: none"> • upload and keep DOE-created Parents' Guides and PS 41 Guide for [Grade x] Parents and Caregivers up to date • create a permanent online mailbox for Q&A submissions 5. Guidance on how to structure Family Mornings will need to be added to staff training for consistency 6. Curriculum meetings and PTA meetings will require additional coverage from the administration and facilities support for the events
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Parent attendance at curriculum and grade-level meetings 2. Downloads of PS 41 Guide for [Grade x] Parents and Caregivers 3. Attendance at Family Mornings 4. Attendance at PTA meetings 5. Use SLT survey to continue to evaluate parents' opinions about the value of Family Mornings and begin to gauge the success of new PS 41 Guide for [Grade x] Parents and Caregivers and information session

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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
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.).
ELA:	
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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: _____ BEDS Code: _____

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.
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.

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.
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.
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>.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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.

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.
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.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
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://schools.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.)
2. Please describe the services you are planning to provide to the STH population.

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. 041 Greenwich Village					
District:	2	DBN:	02M041	School		310200010041

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	0	0		95.5	95.9	96.1
Kindergarten	135	159	138				
Grade 1	130	124	151	Student Stability - % of Enrollment:			
Grade 2	142	122	120	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	106	128	118		98.2	98.6	99.1
Grade 4	118	107	120				
Grade 5	106	113	108	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		10.6	10.7	8.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	0	0
Grade 12	0	0	0				
Ungraded	0	1	2	Recent Immigrants - Total Number:			
Total	773	754	757	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	10	5	0
# in Collaborative Team Teaching (CTT) Classes	60	61	65	Superintendent Suspensions	1	1	0
Number all others	70	72	79				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	52	53	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	14	7
# receiving ESL services only	18	14	TBD				
# ELLs with IEPs	2	4	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	3	3	11

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	94.3	100.0
				% more than 2 years teaching in this school	59.6	66.0	77.4
				% more than 5 years teaching anywhere	38.5	43.4	47.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	87.0	84.9
American Indian or Alaska Native	2.5	2.4	0.9	% core classes taught by "highly qualified" teachers	99.0	100.0	100.0
Black or African American	4.5	3.6	3.3				
Hispanic or Latino	10.0	8.4	8.6				
Asian or Native Hawaiian/Other Pacific	9.7	10.1	10.0				
White	72.6	73.3	74.8				
Male	50.8	49.7	50.9				
Female	49.2	50.3	49.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

<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:

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

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v				
Multiracial	-	-				
Students with Disabilities	v	v	-			
Limited English Proficient	-	-				
Economically Disadvantaged	v	v	-			
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	58.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	12.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	29					
<i>(Comprises 60% of the</i>						
Additional Credit:	7					

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 2	District 2	School Number 41	School Name The Greenwich Villag
Principal Kelly Shannon		Assistant Principal Michelle Pacheco	
Coach Susan Ngai		Coach	
Teacher/Subject Area		Guidance Counselor Bob Caputo	
Teacher/Subject Area Barbara Mandel/Reading		Parent Ashlea Clark	
Teacher/Subject Area Halee Hochman/Reading		Parent Coordinator Michele Farinet	
Related Service Provider Pat Belpanno/AIS		Other	
Network Leader Dan Feigelson		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	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	757	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	1.19%
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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.

Part II

When parents/guardians bring students to P.S. 41 to enroll them in school, they are given the standard Home Language Survey and instructions for completing it. If they do not speak/read English, a translator is used. If no one who is fluent in the parent/guardian's native language is available to translate at that moment, we schedule a time when we can arrange for the necessary service. We generally have a Spanish translator on hand and pedagogues who speak numerous other languages around the building.

There is a team who assists parents in the enrollment process and conducts the initial, informal language assessment. Included in this team are our parent coordinator, the school secretary and Barbara Mandel, one of our Reading specialists and testing coordinators.

On the first day of school, the English Language Learning teacher, Betsy Chairman, runs the RLER report on ATS to see who is eligible to take the LAB-R. In addition, she goes through the cumulative folders of new admits to double-check that no Home Language Surveys which indicate the necessity of taking the LAB-R were inadvertently missed. Within ten days of beginning P.S. 41, the LAB-R is administered to all students whose HLSs indicate that they are eligible to take it.

Towards the end of the school year, all ELLs take the NYSESLAT. At the beginning of every year, scores from the spring administration of the test are evaluated so students from the previous year can be grouped effectively and specific needs can be met (i.e. a focus on writing if a student is proficient in three modalities of language acquisition but struggles with the writing component).

Once all students are tested and scheduled for classes, parents are invited to school to learn about the three options available to their English language learning children. They are sent an official New York City entitlement letter as well as a personal letter from the school/ELL teacher. Two formal meetings, at which parental options are described, are arranged and a follow-up letter is sent to parents to invite them to schedule their own appointment if they are unavailable on the days of the two group meetings. The meetings are generally held in the third and fourth weeks of school. Materials and translators are made available if parents want them.

Parents fill out Parent Survey and Program Selection forms at the Parent Meeting. If they do not attend and choose not to have an individual meeting (after repeated reminders are sent home and phone calls made), the forms are sent home with the child.

Children are placed in our ELL program (parents are offered assistance in finding a different school if they wish to move their child to a Dual Language or Transitional Bilingual program, neither of which our school has the numbers to offer) according to level of English language acquisition and grade. Groups are sometimes mixed-grade but generally students are with others who are within a three-grade range. The process is explained to parents at a meeting in mid to late September. They are invited to hear about the curriculum and methodologies used. As with all parent meetings at P.S. 41, we arrange the appropriate translation services when necessary.

Every parent who has an ELL this year (9 students) and who had one last year, chose to keep his/her child at P.S. 41 in our ESL pull-out model. We do not have a big enough population of students who speak any one language to offer a bilingual program and since P.S. 41 is an extremely sought after school, our LEP parents have unanimously decided to keep their children in our ELL program.

Last year we had one parent who chose, at the end of the school year, to transfer her child to a bilingual school for this year (2010-2011). She was advised that research suggests children should remain in the same kind of language learning program year after year to have the most language acquisition success but chose to disregard the information.

Because our school is in an extremely ethnically diverse area, parents understand why we offer ELL as opposed to the other two English acquisition program models and thus far have chosen without exception to opt into our language program (only the aforementioned child chose a different model and that was after a year of being in the school and for reasons other than the language program we offer). Our program is completely aligned with parental choice.

Every Spring, all students who are in the ELL program take the NYSESLAT test to measure their English language acquisition growth. In the fall, when school begins again, the NYSESLAT data is analyzed by the ELL teacher, Betsy Chairman, and the testing coordinator, Halee Hochman. The two look at results to determine on which modalities of language to focus for each student (though all four,

Listening, Speaking, Reading and Writing, are addressed). Students who have tested out of ELL are monitored by their classroom teachers and if the teachers feel the students could still benefit from ELL class, the ELL teacher continues to take them.

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	1	1	0	0	0	1	0	0	0	0	0	0	0	3
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	1	0	0	0	1	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	2	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	0	1	0	1	0	0	0	8
Total	7	0	0	1	0	1	0	0	0	8

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

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

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	
Other										0	0
TOTAL	0	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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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

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.

All English language instruction for English Language Learners (ELLs) at P.S. 41 is delivered through a pull-out model. Classes are organized by grade with additional ELL instruction scheduled for our Beginner and Intermediate students. Some years students are in multi-grade (within two grades) classes but this year it worked out that we have a small enough population to take students by grade and deliver grade specific instruction.

The ELL teacher at P.S. 41 delivers the mandated time to our LEPs. Scheduling is done according to proficiency level, so that Beginners and Intermediates get 360 ELL minutes a week and Advanced students get 180 minutes (sometimes more) a week. Classes are scheduled so that Advanced ELLs get a minimum of 180 minutes a week of ELA instruction in their classrooms. Our school uses a Balanced Literacy approach to learning, so students get consistent literacy input, helping them with Language Arts in English.

In ELL class, we address a variety of content areas. Instruction is divided so that time is spent on specific Math language and Science language, as well as general English language development. In addition, because a great deal of P.S. 41's curriculum is Social Studies based, during ELL class, Social Studies themes are addressed. Students learn vocabulary and language structures that scaffold what they are doing in their mainstream classrooms. They also learn language acquisition strategies that help them across the content areas. For example, in the ELL classroom we use "word thermometers," which provide students with a range of vocabulary options for a particular word/idea (ex. For temperature, we have words like boiling, burning up, scorching, hot, warm, room temperature, etc.). The words are related to a variety of topics we cover in class, including content area lessons. Students are then responsible for creating their own word thermometers for their mainstream classroom and they keep these in their folders/notebooks to support independent work. The multi-faceted approach we use with our ELLs facilitates their access to classroom learning. All instruction is delivered in English.

Currently we have no SIFE students but if any enroll in our school, they will be invited to attend extended day, small group sessions for individualized support. In addition, they will, if assessment suggests they need it, receive support from our AIS (Academic Intervention Services) team.

ELLs who have been in the U.S. for less than three years are monitored by their classroom teachers and the ELL teacher to assess any specific language and cultural understanding barriers. The teachers regularly discuss their findings in order to develop tools to meet individual needs. The needs are addressed through a variety of language learning methods used in the mainstream and ELL classrooms as well as but not limited to lessons about American customs and cultural norms. These methods help students become comfortable around new traditions. Students' backgrounds and cultures are celebrated and they are often asked to be "experts," teaching about their specific countries and traditions.

Because NCLB now requires ELA testing for ELLs after one year, ELLs are given test preparation classes in addition to English language instruction. Skills and strategies that are required for the test are embedded into the mainstream curriculum so it is part of the students' everyday learning experience. Students are provided with practice material and time is spent teaching "testing language." They also do some test prep in the ELL classroom. On the day of the exams, ELLs are provided with the appropriate testing modifications as per testing mandates.

Members of the LAP team meet early in the school year to discuss LEP students receiving between 4 and 6 years of English Language Learning services. We develop specific academic plans to help these students succeed. The first thing we do is analyze the previous spring's NYSESLAT results to see in what modality/modalities the student is struggling. Once that is determined (see A.7.1), a course of action is designed to support the student in the areas (s)he needs.

ELLs identified as having special needs are serviced as per their IEPs. Related service providers regularly meet with the ELL teacher to

discuss ways to interweave the strategies each student is being taught, in order to facilitate the student's access into the general school curriculum.

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

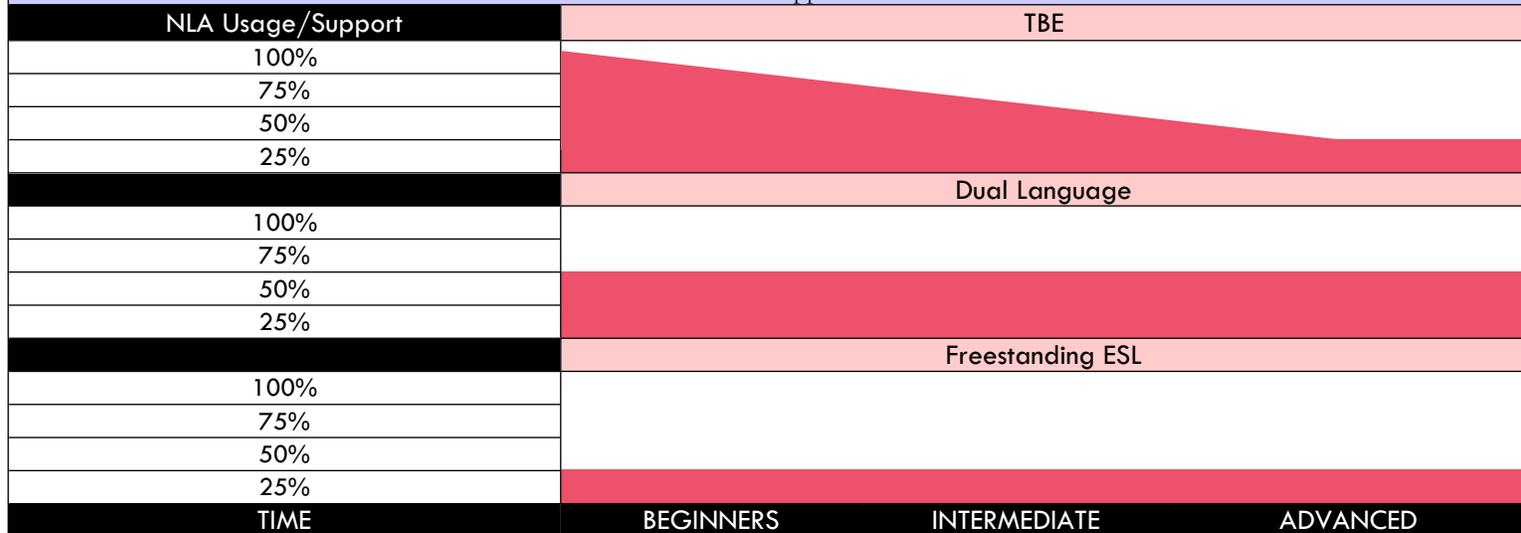
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

In addition to the 360/180 mandated minutes for ELLs, we deliver targeted intervention for math and ELA. Students who are identified as needing additional support in these areas are referred to our AIS (Academic Intervention Services) team. Classroom teachers present students' strengths and weaknesses to the team and based on standards and student work, an intervention plan is developed. Students who need math or literacy intervention are picked up in small groups 2-3 per week. Students are invited to attend our early morning program for additional small group support.

ELLs who have tested as proficient on the NYSELAT are provided with continued academic supports. The ELL teacher is in consistent communication with each student's mainstream classroom teacher. When deemed necessary, proficient student still attend ELL class with advanced students. Additionally, students are provided with testing modifications for two year from the time they test as proficient.

At P.S. 41 we are constantly assessing and revising our programs and curriculum to ensure we use best practices and meet the needs of our learners. As the year progresses we will know more about what new programs we want to consider for next year. We will also discuss if any of our current programs should be discontinued. At this time we are happy with the programs and intervention services that are in place.

In order to afford ELLs equal access to all school programs, we maintain open lines of communication with students' families in a variety of ways. As often as possible, notes are sent home in parents' native languages. We send home monthly class newsletters, a PTA bulletin, and updates from our parent coordinator. We also maintain an up to date school website. The ELL teacher conferences with individual parents to reinforce the information about programs available to the students. In addition, when information about family workshops (state/district) is sent to the ELL teacher she passes along the details to families and encourages them to attend.

We have a partnership with our local YMCA. They offer students a wide variety of after school classes. Scholarships are made available to families who would otherwise be unable to afford the program.

We use an assortment of instructional methods to support ELLs. Students are provided with Tier II services when appropriate. These services include: Reading Recovery (1st Grade only), math intervention, and literacy intervention (reading and/or writing depending on needs). Students have access to both classroom and school libraries. The libraries consist of both fiction and nonfiction texts that range in reading levels.

We use technology throughout the school. Ways in which we incorporate technology specifically for our ELLs are: books on tape (tapes are sent home with some students), listening centers, access to computer programs and language learning websites (The ELL teacher informs parents about helpful websites during her meetings with them.).

The Jefferson Market Library, a public library, is located a block away from our school. The children's librarian provides resources and lessons that support thematic studies, to students during school visits. These visits take place during both the ELL and mainstream class time. In addition, the librarian provides library card applications in appropriate languages for parents to complete. Parents are encouraged to make use of the library.

All student programs are delivered in English. Required services support and resources correspond to ELLs' ages and grade levels.

When a parent comes to enroll his/her child at P.S. 41 we provide a translator when necessary, to assist in communicating information and completing documents. Parents are invited to attend the welcome breakfast held towards the end of June.

There are no language electives offered to ELLs during the school day. However, the Y-Afterschool program offers French and Spanish classes.

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)?

Not applicable

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.

The ELL teacher attends workshops at Teacher's College. Math and literacy staff developers address LEP issues across the grades. Investigations, our school-wide math curriculum, provides lesson modifications for ELL students.

Robert Caputo, our guidance counselor and middle school liaison, meets with families (both individually and for the whole grade) starting in September of the 5th grade year to provide information regarding middle school applications. He also provides support for the transition, to students, through whole group and individual meetings. Additionally, Michele Farinet, our parent coordinator, meets with families individually to support the transition to middle school. Translation services are provided on an as needed basis.

The minimum 7.5 hours of ELL training for all staff is delivered throughout the year. During the start of school, Election Day, and Brooklyn/Queens Day professional development sessions, our ELL teacher delivers training on various topics related to English language acquisition. The ELL teacher attends and delivers professional development to each grade (K-5) over the course of three grade level meetings during the year.

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?

Parental involvement is a huge part of P.S. 41. There are a number of ways parents are involved in our school community. Some of the ways are: welcome breakfast for Kindergarten parents, monthly family mornings, various PTA programs (Monster Mash/ Halloween Party, Talent Show, Valentine's Day Dance), and PTA meetings.

We also reach out specifically to ELL parents to make sure they feel included in the P.S. 41 community. Michele Farinet is in contact with our

ELL families to ensure that they receive necessary translation services. At the very start of school our ELL teacher invites parents to the state mandated meeting explaining their choice of language learning programs. Once they have chosen our Freestanding ESL option, she offers another meeting to discuss the specifics of her ESL curriculum. At this meeting parents chose a time to meet with her individually to discuss their child's specific needs. Lines of communication are kept open through regular emails.

We evaluate the needs of our families in a variety of ways. Families complete an internal school generated SLT (School Leadership Team) survey in addition to the citywide Learning Environment Survey. Each class has parent representatives who communicate with classroom teachers throughout the year regarding the needs of the children, teacher, and parents. There is daily communication between the parent coordinator and families through email. When possible, paraprofessionals and teachers provide translation services during meetings and parent-teacher conferences. When there is a parent who speaks a language other than those represented by a member of our school community, we use the translation services offered by the Department of Education

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)	2	1				0								3
Intermediate(I)	0	1				0								1
Advanced (A)	3	0	1			1								5
Total	5	2	1	0	0	1	0	0	0	0	0	0	0	9

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	0	0	0	0	0							
	A	0	2	1	0	0	0							
	P	0	0	0	0	0	1							
READING/ WRITING	B	0	1	0	0	0	0							
	I	0	1	0	0	0	0							
	A	0	0	0	0	0	1							
	P	0	0	1	0	0	0							

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

NYS ELA						
Grade	Level 1		Level 2	Level 3	Level 4	Total
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			1		2				3
4					3				3
5									0
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							2		2
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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 as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our school uses TCRWP as an assessment tool to assess the early literacy skills of ELLs. This assessment measures a variety of literacy skills including: concepts about print, letter identification, high frequency word recognition, spelling skills, decoding and comprehension skills. Of

There is no pattern on our LAB-R tests. Our ELL population is relatively small and students entering our school and taking the LAB-R vary in English language proficiency and native language.

The most obvious pattern on our NYSESLAT tests is that students, with the exception of two, are unanimously moving up at least one level each year.

From 2009 to 2010, for the total rating (all four modalities) of 9 students, 4 moved from Advanced to Proficient, 2 moved from Intermediate to Proficient, 2 stayed Advanced (one of whom tested as Proficient in Reading/Writing and has a Speech and Language impairment as indicated on her IEP and one of whom is a long-term ELL who attends early morning class and has received literacy intervention services) and 1 moved from Intermediate to Advanced.

For Reading/Writing, 4 students moved from Advanced to Proficient, 1 moved from Intermediate to Advanced, 1 moved from Intermediate to Proficient, 1 stayed Advanced (the long-term ELL mentioned above) and 2 stayed Proficient (both of whom tested out of ELL this year).

For Listening/Speaking, 5 students stayed Proficient (all of whom tested out this year), 1 moved from Intermediate to Proficient, 1 moved from Advanced to Proficient, and 1 moved from Proficient to Advanced (the student mentioned above who has a Speech and Language impairment).

Modifications discussed earlier in this LAP (see Programming and Scheduling Information section) are made for our student who receives Special Education services and for our long term ELL.

Because our ELLs have consistently made progress in all four modalities, our balanced literacy instruction in both the ELL classroom and mainstream classroom will continue.

Five of our ELLs were in grades 3-5, three of whom have IEPs. Four students took the NYS ELA and five students took the NYS Math exam. The one student who did not take the ELA had just arrived to the United States. Both 4th graders received 2s on their ELA and 3s on their Math exams. One 3rd grader received a 2 and one received a 3 on the ELA. All three third graders received 3s on the Math exam.

One of the 4th grade students, our long term ELL, received a lower score on his 4th grade ELA as compared to his 3rd grade results. The 4th grade exam consists of more writing components and inferential questions than the 3rd grade exam. The other 4th grade student's score remained relatively the same as compared to his 3rd grade results.

Four out of the five ELL students met standards on the NYS Math exam. The student who received a 2 has an IEP and receives additional services throughout the year.

As we have mentioned before, support services are in place for all of these children. Three of the five students receive mandated educational support services, as indicated by their IEPs.

We evaluate the success of our ELL program in two ways. First, we use the NYSESLAT to ensure that students are consistently acquiring English language skills. Second, during regular meetings between classroom teachers and the ELL teacher, we assess social language skill growth and academic language development. Based on the NYS exam scores, curriculum based assessments, and teacher observations, we concur that our program is successful.

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		

Appendix 3: Language Translation and Interpretation

Part A: Needs Assessment Findings

1. The school ensures that all parents are provided with appropriate and timely information in a language they can understand. All families enrolling students into our school complete a home language survey. This provides us with information regarding what languages parents write and speak at home. Michele Farinet, our Parent Coordinator, is in contact with all families to ensure that they receive the necessary translation services. Our guidance counselors also reach out to non-English speaking families to make sure the school is meeting their needs. Families complete the Learning Environment Survey and our own School Leadership Team survey. These surveys inquire and assess how well our school communicates information with all families. Class parent representatives communicate with teachers and families consistently throughout the year. Teachers provide feedback regarding the needs of their students' families so that important documents, notices, and meetings are translated and interpreted.

2. Although PS 41 has a small population of non-English speaking parents, we found that we have a diverse set of languages present in our building. With an understanding of these findings and needs, structures have been set up to successfully support all families in our school. The school's written translation and oral interpretation needs include, translation of notices and documents sent home, and oral translation services during conferences, workshops, and meetings. Based on the findings translations are provided for families on an individual needs basis. These findings are a result of completed home language surveys, the Learning Environment Survey, School Leadership Survey, and feedback from faculty. Results of these surveys are shared at PTA meetings and posted on bulletin boards on the 1st floor of the building. School Leadership Team members share findings to the larger community as well.

Part B: Strategies and Activities

1. The school provides various written translation services. At the start of the school year, families who indicate on the home language survey that their home language is not English are identified. Documents are translated and provided for them in their home language. They are sent home at beginning and throughout the school year. Written translations of both school-wide and classroom notices and documents are provided to the necessary families. Information regarding curriculum is also translated for families. Signs are posted in various languages in the front of the building as well. Members of our school staff and parent volunteers provide the necessary written translation services. As a school, we typically have not had to utilize services provided by the Department of Education.

2. The school provides various oral interpretation services to families who are non-English language speaking. Translators are present when parents enroll their students and complete the necessary school enrollment forms. Translators are present during meetings, parent-teacher conferences, and workshops. Our school has established a buddy system with other

parents and students who speak the same language. The buddy system provides non-English speaking families to have an adult, or in some cases a student, who can support and assist them when communicating with the school. Members of our school staff and parent volunteers provide oral interpretation services.

3. Our school has and will continue to fulfill Section VII of Chancellor's Regulations A-663. The school has copies of the Parent Bill of Rights and the Family Guide available in the appropriate languages for parents. Located at the entrance of the school is a sign indicating that interpretation services are provided. The school has a procedure in place for ensuring that important documents are translated and sent home. Interpretation services are provided during business hours. Information regarding parents' preferred language of communication is indicated on the emergency contact card and in ATS.