



**P.S. 41 R
THE NEW DORP SCHOOL**

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

**SCHOOL: 31R041
ADDRESS: 216 CLAWSON STREET
TELEPHONE: 718-351-6777
FAX: 718-667-8200**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 41R **SCHOOL NAME:** The New Dorp School

SCHOOL ADDRESS: 216 Clawson Street, Staten Island, New York 10306

SCHOOL TELEPHONE: 718-351-6777 **FAX:** 718-667-8200

SCHOOL CONTACT PERSON: Elise Feldman **EMAIL ADDRESS:** Efeldma2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nancy Lombardi

PRINCIPAL: Elise Feldman

UFT CHAPTER LEADER: John Torres

PARENTS' ASSOCIATION PRESIDENT: Susan Kenny and Andrea Miele

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 604

NETWORK LEADER: Greg Jaenicke

SUPERINTENDENT: Erminia Claudio

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
Elise Feldman	*Principal or Designee	
John Torres	*UFT Chapter Chairperson or Designee	
Susan Kenny	*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	
Donna Neglia	Member/Parent	
Demetra Stoupakis	Member/Parent	
Michele Francavilla	Member/Parent	
Roxann Neary	Member/Parent	
Camille Haralambidis	Member/Parent	
Scott Levine	Member/Parent	
Donna Wong- Cannavale	Member/Parent	
Carol Carollo	Member/Staff	
Mary-Ann Cornacchio	Member/Staff/SLT Secretary	
Joanna Serra	Member/Staff	
Nancy Lombardi	Member/Staff/SLT Co-Chairperson	
Jacquie Ligotti	Member/Staff	
Michele Buccigrossi-Kogan	Member/Staff/SLT Co-Chairperson	

(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.

Our Progress Reports and Quality Reviews have confirmed that we support our lowest achieving students by providing a robust and academically enriched learning environment. This CEP will demonstrate our commitment to our highest functioning students by providing an enriched curriculum using gifted and talented models such as Joseph Renzulli's School-wide Enrichment Model (enrichment clusters), Margaret Beecher's triad model for gifted and talented classrooms (Tier I, II, and III instructional models in the content areas) and the Independent Investigation Model by Cindy Notteridge and Virginia Morse (research/project based learning).

We identify and communicate learning goals for every student, with every parent, throughout the school year. Parents and students receive quarterly progress reports from TC AssessmentPro, from related service providers, and from Acuity. Parents have access to our new school website containing teacher pages with the latest information concerning classroom instruction. We have continued to use our School Messenger Service to relay important information regarding attendance, parent workshops, and student activities.

The instructional changes that have been put into place over the past few years continue to grow and enhance our curriculum. The entire staff implements their learning from Columbia University's Teacher's College Reading and Writing Project. On-site staff developers work with our teachers throughout the school year in our lab site classrooms. This ongoing and sustained professional development is a vehicle by which best practices are shared. Teachers are offered opportunities to collaborate through inter-visitations, grade meetings, training on specific practices and after school workshops.

Classroom instruction is driven by data acquired from various sources including ARIS, NYStart, ATS, NYSELAT, Teacher's College Assessments, Acuity, Performance Series, Inquiry Team findings, Quality Review recommendations, School Report Cards and Progress Reports as well as the item skills reports from the New York State Assessments in English Language Arts and Math and informative tests in Science and Social Studies.

The PS 41 community is dedicated to differentiating instruction by student need for every child. Collaborative teacher teams collect, evaluate, and analyze data to identify student's strengths and weaknesses in all content areas. We then provide, within the workshop model, targeted intervention and focused mini lessons on skills and strategies. From Pre-K to grade 5, in all content areas, teachers set individual goals for each student and scaffold instruction to see that the needs of all students are met. Progress is continuously monitored throughout the school year and goals and objectives are modified accordingly. Our curriculum maps are updated frequently as new data is collected from looking at student work, assessments, conferences, and student observations.

This year our new focus will be on accelerating student learning. We will work towards this goal by deepening our knowledge of the Teacher's College Writing Continuum, using anchor papers and rubrics to fine tune our understanding of evaluating student work against the new Common Core State Standards. We will also use the Fountas and Pinnell Checklist for raising the bar for reading comprehension as well as the 150 Essential Questions for Writing in Mathematics.

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.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 41 R The New Dorp School				
District:	31	DBN #:	31R041	School BEDS Code:	353100010041

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	49	49	53		94.4	95.3	TBD		
Kindergarten	103	114	106						
Grade 1	89	97	116	Student Stability: % of Enrollment					
Grade 2	111	99	93	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	101	112	100		94.5	92.1	TBD		
Grade 4	92	110	114						
Grade 5	104	88	109	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		45.8	45.5	60.8		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		11	16	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	649	669	694		5	4	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	21	21	30						
No. in Collaborative Team Teaching (CTT) Classes	8	9	12	Principal Suspensions	0	1	TBD		
Number all others	52	50	52	Superintendent Suspensions	0	0	TBD		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	63	63	65	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	3	9	(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	48	45	TBD
				Number of Administrators and Other Professionals	7	10	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	5	6	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	97.8	TBD
American Indian or Alaska Native	0.5	0.7	0.6	Percent more than two years teaching in this school	85.4	84.4	TBD
Black or African American	2.6	3.1	4.3	Percent more than five years teaching anywhere	79.2	77.8	TBD
Hispanic or Latino	22.5	24.7	25.9				
Asian or Native Hawaiian/Other Pacific Isl.	5.9	6.1	6.3	Percent Masters Degree or higher	96.0	98.0	TBD
White	68.6	65.0	60.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial	?	?	?				
Male	51.3	53.1	55.6				
Female	48.7	46.9	44.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<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	72.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	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?
-

Looking at out ELA Data:

We assessed our students using the TCRWP assessment during the month of September 2010

We tracked the whole school and found that as of 9/10:

- 58.7% of our students meet or exceed the standards.

In looking at subgroups we found:

- 32.6% of our IEP students meet or exceed the standards.
- 43% of our girls meet or exceed the standards.
- 53.5% of our boys meet or exceed the standards.
- 45.3% of our free lunch students meet or exceed the standards.
- 27.3% of our ELLs meet or exceed the standards.

When looking at our reading level data by grade we found the following to be true as of 6/10:

- 65.5% of our Grade 1 students meet or exceed the standards.
- 88.2% of our Grade 2 students meet or exceed the standards.
- 58% of our Grade 3 students meet or exceed the standards.
- 36.8% of our Grade 4 students meet or exceed the standards.
- 44.9% of our Grade 5 students meet or exceed the standards

To address the ELA needs of the students in Kindergarten through Fifth grade, we will continue to implement the programs that have been put in place. In addition, we will look deeper into other programs available that may be used to enhance our current programs. The administration, in collaboration with the teaching staff, will meet on a regular basis to discuss the effectiveness of the programs and how we can improve/enhance/supplement those that are not working as well as we expected.

Many of the students who are having difficulty meeting the ELA goals will receive academic intervention services via SETTTS, ESL, Speech, etc. In addition, an F-status AIS teacher will be hired to provide additional help to these students. Parent volunteers are trained to work throughout the school year using the Great Leaps Program. This one-to-one help will also be used to help our neediest

students in ELA. The literacy/math coach will devote much of the school year to providing professional development to all pedagogues during grade meetings, faculty conferences, DOE mandated professional development days, etc. The literacy/math coach will conduct literacy/math workshops for parents, mentor new teachers, as well as provide teachers with all necessary materials to enhance the curriculum.

Staff developers from Teacher’s College provide intense on-site professional development to all teachers in grades K-5. In addition, teachers of those grades attend workshops at Teacher’s College. Parents are also encouraged to attend the Teacher’s College parent workshops throughout the school year. Gail Curylo, our parent coordinator makes a great effort to encourage parents to accompany her in attending those workshops.

Children who scored below a level 3 on either the ELA or Math tests are mandated to attend our Extended Day Program. In addition to those children, we urge the parents of children who scored a low 3 to enroll their children in the program.

Teachers in the early grades will continue using data to drive instruction. Strategy lessons are taught in classrooms as well as guided reading to help students attain mastery in reading. Teachers are also using their findings from reading and writing conferences to drive instruction. Some students who are already achieving mastery levels are being further challenged through an honors program across the grades 1-5. In order to broaden the reading skills of every child in the early grades, the IIM program, the Triad of Gifted and Talented program, and the SEM program are all being used to foster research-based instruction.

Tracking our progress in Grade 3, 4, and 5 NYS ELA MET/NOT MET Results as of August 3, 2010

Grade 3

	All Students	IEP Students	ELL Students
Overall	62% met standards 38% did not meet standards	33% met standards 67% did not meet standards	20% met standards 80% did not meet standard
Girls	67% met standards 33 % did not meet standards	43% met standards 57% did not meet standards	50 % met standards 50% did not meet standard
Boys	57 % met standards 43 % did not meet standards	25% met standards 75% did not meet standards	0% met standard 100% did not meet standard

Grade 4

	All Students	IEP Students	ELL Students
Overall	56% met standards 44% did not meet standards	21% met standards 79% did not meet standards	43% met standards 57 % did not meet standard
Girls	45% met standards 55% did not meet standards	17% met standards 83% did not meet standards	75 % met standards 25% did not meet standard
Boys	56%met standards 44%id not meet standards	23% met standards 77% did not meet standards	30% met standards 70% did not meet standards

Grade 5

	All Students	IEP Students	ELL Students
Overall	56% met standards 44% did not meet standards	25% met standards 75% did not meet standards	22% met standards 78% did not meet standards
Girls	62% met standards 38% did not meet standards	33% met standards 67% did not meet standards	33% met standards 67% did not meet standards
Boys	51 % met standards 49% did not meet standards	22% met standards 78% did not meet standards	0% met standards 100% did not meet standard

NYS Math Met/ NOT Met Results:

Grade 3

	All Students	IEP Students	ELL Students
Overall	75% met standards 25% did not meet standards	67% met standards 33% did not meet standards	20% met standards 80% did not meet standard
Girls	73% met standards 27 % did not meet standards	86% met standards 14% did not meet standards	50 % met standards 50% did not meet standard
Boys	76 % met standards 24 % did not meet standards	50% met standards 50% did not meet standards	0% met standards 100% did not meet standard

Grade 4

	All Students	IEP Students	ELL Students
Overall	74% met standards 26% did not meet standards	56% met standards 44% did not meet standards	64% met standards 36% did not meet standards
Girls	69% met standards 31% did not meet standards	40% met standards 60% did not meet standards	75 % met standards 25% did not meet standard
Boys	79% met standards 21% score not returned	62% met standards 38% did not meet standards	60% met standards 40% did not meet standards

Grade 5

	All Students	IEP Students	ELL Students
Overall	61% met standards 39% did not meet standards	8% met standards 92% did not meet standards	56% met standards 44% did not meet standards
Girls	62% met standards 38% did not meet standards	0% met standards 100% did not meet standards	50% met standards 50% did not meet standards
Boys	60% met standards 40% did not meet standards	11% met standards 89% did not meet standards	67% met standards 33% did not meet standard

NYS ELA Assessment Results:

In looking at the performance of our students from the 08/09 school year to the 09/10 school year, the following trends are noticed:

- ❖ There was a 4% increase in the percent of level 1 students (1% to 5%)
- ❖ There was a 25% increase in the percent of level 2 students (14% to 39%)
- ❖ There was a 31% decrease in the percent of level 3 students (77% to 46%)
- ❖ There was a 2% increase in the percent of level 4 students (8% to 10%)

NYS Math Assessment Results:

In looking at the performance of our students from the 06/07 school year to the 08/09 school year, the following trends are noticed:

- ❖ There was a 2% increase in the percent of level 1 students (1% to 3%)
- ❖ There was a 23% increase in the percent of level 2 students (4% to 27%)
- ❖ There was a 12% decrease in the percent of level 3 students (57% to 45%)
- ❖ There was a 13% decrease in the percent of level 4 students (38% to 25%)

NYS Science Assessment Results for school year 09-10

- ❖ **There were 0% level 1 students.**
- ❖ **There were 1% level 2 students.**
- ❖ **There were 31% level 3 students.**
- ❖ **There were 68% level 4 students.**

NYS Social Studies Assessment Results:

In looking at the performance of our students from the 08/09 school year to the 09/10 school year, the following trends are noticed:

- ❖ **There was a 6% decrease in the percent of level 1 students (9% to 3%)**
- ❖ **There was a 1% decrease in the percent of level 2 students (10% to 9%)**
- ❖ **There was a 23% increase in the percent of level 3 students (47% to 70%)**
- ❖ **There was a 16% decrease in the percent of level 4 students (34% to 18%)**

Many of our 1s and 2s have received additional help during the school day and/or in our early morning program or after school program. The professional development conducted by the administration, the coach, and the TC staff developers focused greatly on using better strategies to reach this target group. This past year's test results have proven that the extra attention that was paid to our struggling students has been a success. Results showed that our school is very good at moving struggling students. Unfortunately, our students who are 3s and 4s are not moving as well as our 1s and 2s. We must continue the work we are doing with our 1s and 2s, but we must now also focus on moving our 3s and 4s. To address this, we plan to implement the following strategies.

- AIS services will also be provided to those students who have received 3s and 4s but whose scale score has decreased or remained stagnant.
- A push will be made to get the parents of these children to enroll them in the extended day program.
- Professional development will now also focus on developing better strategies to help our 3s and 4s move.
- On Wednesdays teachers will meet during the extended day period to review data, to discuss strategies and discuss best practices to target and move students to the next level.
- We will set higher expectations and goals for our students and report them to the parents.
- We continue implementing Joseph Renzulli's model of enrichment, the SEM program, Margaret Beecher's Triad Model and Virginia Morse and Cindy Notteridge's IIM. We will fine-tune our honors program as it enters year three of implementation by incorporating gifted and talent instruction and additional project based-inquiry based instruction. In our honors program we will continue to address the needs of our level 3 and level 4 students. It is our hope that sustaining these programs will assist us in retaining our level 4 students as well as moving our level 3 students to level 4. We will also use the Performance Series to scaffold instruction for our level 3 and 4 students in grades 3-5.

In addition to the two periods of science provided by our science cluster teacher, we will continue to program our students in grades 3, 4, and 5 to receive classroom instruction in science as well. We will carry on the enhancement of our program by providing professional development for our teachers and implementing the Harcourt Science Program. Science instruction will use the inquiry method. We

have established a self-sustaining test prep course for NYS Science assessment. To address the needs of the students who scored level 2, staff members have incorporated science topics into their IIM program, SEM program, and ELA curriculum.

In reviewing our Learning Environment Survey, the results of the 09-10 LES showed improvement in the following area:

- Engagement.....6.6 (08/09) to 7.3 (09/10).....+.7

We remained the same in the following area:

- Communication.....6.8 (08/09) to 6.8 (09/10).....No Change

We showed a decrease in the following areas:

- Academic Expectations.....7.6 (08/09) to 7.5 (09/10).....-.1
- Safety and Respect.....8.1 (08/09) to 8.0 (09/10).....-.1

We will persist in our efforts to improve communication between the school and home. We will continue to send messages home via backpack, e-mail blasts, and newsletter as well as by telephone through the use of our School Messenger Service. We have enhanced our web site to provide an inside look into our classrooms. The principal meets monthly with parents during Chat with the Principal. Letters are translated in several languages and interpreters are available for Parent Teacher Conferences. We also use the interpretation service throughout the school year whenever it is needed. In order to make the parents aware of the academic rigor that is provided in our school, we have developed a brochure that highlights all of our academic programs, incentives for students, and extra curricular activities. Our goal is to make the parents more aware of all we provide to our students. These brochures have been handed at our PTA meetings, curriculum conferences, and our Parent Teacher Conferences.

To address the decline of .1 in "Safety and Respect" this year each class on a monthly basis will reward a student with a citizen of the month certificate. Those students selected will have exhibited the qualities of a good citizen. The following is a list of character traits and the month they will be celebrated:

- September: Generosity
- October: Compassion
- November: Responsible
- December: Dependable
- January: Tolerance
- February: Honesty
- March: Loyalty
- April: Thoughtfulness
- May: Trustworthiness
- June: Acceptance

Our support staff: Guidance counselor, social worker and psychologist are working with our students who need extra social and emotional support.

In reviewing our Progress Report: We will continue to provide incentives for perfect attendance for classes as well as for individuals. Any class that achieves 96% or better attendance in any quarter semester (3 months: Sept.-Nov., Dec.-Feb., and/or March-May) will receive \$25 in special incentives. At the teacher's discretion, this incentive can be used for a special project, a trip, a special performance, gifts for students, classroom supplies and/or materials. We have special activities on the days of the week that we note to be days when attendance is the poorest. We collaborate with

Wagner College to provide free tickets to basketball games for those children with monthly 100% attendance. We are targeting the children who we consider to have a history of truancy. We are meeting with those students and parents to stress the importance of attending school on an everyday basis.

When looking at our attendance statistics over the past 5 years, we noticed the following:

- from 05/06 to 06/07.....+1.44%
- from 06/07 to 07/08.....+.87%
- from 07/08 to 08/09.....+.87%
- from 08/09 to 09/10.....-.54%

Year	05-06	06-07	07-08	08-09	09-10
Attendance	92.63%	93.20%	94.07%	94.94%	94.4%

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Description
1. By June 2011, of the 78 students who are identified as excessively absent, 16% (13 students) will increase their number of days present by 3 days.	We reviewed our Progress Report, ATS Reports and various attendance reports and, attendance statistics. Measures will be taken to increase student attendance for those who are excessively absent.
2. By June 2011 the percentage of students on levels 1 and 2 on the TC Benchmarks for reading will decrease by 3.3% from 41.3% to 38.3% as measured by TC Assessments.	We reviewed our TCRWP AssessmentPro data and found that the percentage of students that read at benchmark level was 58.7 in grades 1-5.
3. By June 2011 the percentage of students at proficiency (levels 3 and 4) in grades 3-5 will increase by 7.8 % in ELA as measured by the NYS ELA Assessment.	We reviewed the 2010 NYS ELA test results and we need to increase the number of students that perform at proficiency (levels 3 and 4).
4. By June 2011 that percentage of students at proficiency (levels 3 and 4) in grades 3-5 will increase by 4.8 % in Mathematics as measured by the NYS Mathematics Assessment	We reviewed the 2010 NYS Mathematics test results and we need to increase the number of students that perform at proficiency (levels 3 and 4).
5. By June 2011 all teachers will be exposed to the Common Core Standards in ELA and Math.	Teachers will attend training throughout the school year to be exposed to the Common Core Standards.

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): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. By June 2011, of the 78 students who are identified as excessively absent, 16% (13 students) will increase their number of days present by 3 days.</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>Attendance data will be collected, organized and analyzed from ATS and ARIS. We will continue to award students who achieve perfect attendance each month with a certificate. A Perfect Attendance bulletin board will continue to be on display adjacent to the main office listing the name of each student with perfect attendance. Daily announcements are made acknowledging the classes with 100% attendance. In addition, these classes will display banners. The class on each grade with the most perfect attendance days for each month will be rewarded with a special gift at the end of the month. Graphs are also displayed comparing last year's attendance data by grade to that of this year. Students with perfect attendance for each of the two school terms will participate in a special celebration to honor their accomplishment. We will also have a celebration for the most improved attendance. The attendance teacher visits homes of students with excessive absences and letters are generated and sent home for excessive absences as well. In addition, auto-dialer calls parents to notify them of their child's absence. To improve attendance the day before or after a holiday, theme days (ex: Silly Sock Day, Sports Day, Country Western Day, etc.) will be held on those preceding days throughout the school year. Special assemblies have been scheduled for days preceding holidays and half days. We will implement quarterly movie days for students having attendance rate at 96% or higher. All fifth grade students with 97% attendance or higher will receive two extra tickets for the Final Assembly. Students that have 100% attendance in the month of October will be given free Wagner College game tickets. CFN attendance meetings will be held with Greg Bowen.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources: School funds, PTA Funds (PAC), Councilman's Oddo funds</p> <p>Fundraisers and OTPS monies provides funds for certificates as well as incentives for special celebrations</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ATS reports are used to monitor daily and monthly attendance. We expect to see a projected gain of 1%.</p>

Subject/Area (where relevant): **TC Assessments** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. By June 2011, the percentage of students in levels 1 and 2 on the TC benchmarks for reading will decrease by 3.3% from 41.3% to 38.3% as measured by TC Assessments.</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>Teachers will identify all students on levels 1 and 2 in grades K-5 using TC Assessments. AIS services will be organized for those students in grades K-2 who are below or approaching benchmark levels. Additional staff members will provide targeted, focused, academic intervention services using Foundations, Wilson, and LLI. The student progress of all AIS students will be monitored quarterly. All parents of the students receiving AIS services will be notified regarding the goals and objectives of the program. Extended day invitations will be given to students who need additional help. During extended day there will be informal observations. Teachers will monitor that all students have appropriate books in their baggies.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources: Tax Levy, Title I, UFT Teacher Center funds, Reso-A, Staten Island Bank Foundation Grant, OTPS, Councilman Oddo donation, Parent Involvement Money</p> <p>Tax levy and OTPS money will provide funds for materials to support our classrooms instruction as well as the coach's salary UFT Teacher Center funds provide training rate for our teachers who attend PD after school. Reso-A money provides funds to purchase Smart boards Staten Island Bank Foundation Grant and Councilman Oddo's donation monies provide the funds for Classroom, Inc.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The TCRWP Assessments will be administered according to DOE calendar. Ongoing teacher observations and conferences will also be tools assessing mastery. Projected gains for TC Assessments will be a decrease of 3.3% from 41.3% to 38.3% in the percentage of students on levels 1 and 2 on the TC Benchmarks for reading as measured by TC Assessments</p>

Subject/Area (where relevant): ELA State Test

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. By June 2011, the percentage of students at proficiency (levels 3 and 4) in grade 3-5 will increase by 7.8% in ELA as measured by the NYS Assessment.</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>To address the ELA needs of the students in grades 3, 4, and 5 several initiatives have been implemented. Smart boards, laptops, document readers, and smart tables are being embedded into instruction and are being used to enhance the curriculum and increase student engagement. SEM clusters and IIM projects also provide enrichment. Students' needs are assessed using a variety of programs including TC Assessments, NYSTART, ATS, ARIS, ACUITY, and the Performance Series Assessment. The Kaplan Keys program provides additional instruction in ELA. Grade meetings and faculty conferences have provided teachers with instruction on how to use data to drive instruction and decision making. Through the collaborative inquiry approach we collect, analyze, and evaluate data from a variety of sources. This influences the development of goals. Teachers have instructed students how to access and use Acuity for predictive testing. Our students at the highest risk of not meeting the</p>

	<p>reading goals for their grade receive academic intervention services from related service providers such as SETSS, ELL, small group instruction during extended day, speech, Reading Volunteers, etc. Student progress of all AIS students will be monitored quarterly. Parents of students receiving AIS service will be notified of the goals and objectives of this program. Our UFT Teacher Center coach, Francesca Montalti, supports teachers by providing differentiated professional development on topics including differentiating classroom instruction for all students and best practices in reading and writing instruction both during and after school hours. Further differentiated professional development is provided by our ELL and SETSS teachers. Our teachers are receiving additional support from on-site staff developers from the Teachers' College Reading and Writing Project and our teachers also attend workshops at Teachers' College. Opportunities are made available to teachers for inter-visitations into model classrooms/lab sites throughout the school. Parent workshops are held throughout the year to increase parent involvement and therefore further increase the academic success of our students. School-wide initiatives such as read-a-thon, Readers As Leaders, and author/illustrator day have been implemented. Peer tutoring is implemented between upper and lower grade students. The Great Leaps program is being utilized with parent volunteers. We have a school-wide word of the day to further develop vocabulary. Higher order questioning using Bloom's taxonomy so our children can imply, interpret, investigate, and analyze information is being implemented as well. Teachers will implement debate and discussion techniques. Teachers will use ESL strategies to incorporate academic language in their accountable talk.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources: Tax Levy, Title I, UFT Teacher Center funds, Reso-A, Staten Island Bank Foundation Grant, OTPS, Councilman Oddo donation, Parent Involvement Money</p> <p>Tax levy and OTPS money will provide funds for materials to support our classrooms instruction as well as the coach's salary UFT Teacher Center funds provide training rate for our teachers who attend PD after school. Reso-A money provides funds to purchase Smart boards Staten Island Bank Foundation Grant and Councilman Oddo's donation monies provide the funds for Classroom, Inc.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The ACUITY Predictive Test as well as the TCRWP Assessments will be administered according to DOE calendar. Acuity and (Scantron) Performance Series monitor and remediate student progress in ELA. The NYS Mock ELA assessment will be administered early in the spring term. Ongoing teacher observations and conferences will also be tools assessing mastery. Projected gains for ELA will be an increase of 7.8 % in ELA of the percentage of students at proficiency (levels 3 and 4) in grades 3-5 as measured by the NYS ELA Assessment.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. By June 2011, the percentage of students at proficiency (levels 3 and 4) in grades 3-5 will increase by 4.8% in mathematics as measured by the NYS Mathematics Assessment.</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>To address the Math needs of the students in grades 3 -5, several initiatives continue to be implemented. Smart boards, laptops, document readers, and smart tables are embedded into instruction and continue to enhance the curriculum and increase student engagement. SEM clusters and IIM projects provide enrichment. Teachers will continue to use data to drive instruction and for decision making. Students’ math journals/notebooks will be monitored. Math resources are used to strengthen student progress. Students will observe and use support charts categorized by skills and strategies. Through the collaborative inquiry approach we collect, analyze, and evaluate data from a variety of sources. This influences the development of goals. Our students are logging onto ACUITY, NYSTART, and Performance Series to work on differentiated activities assigned to them by their teachers based on their individual needs. Our students at the highest risk of not meeting the goals for their grade receive academic intervention services from related service providers such as SETSS, small group instruction during extended day, etc. To further meet the needs of our children, to differentiate, and to utilize data to drive instruction, the math coach has developed and disseminated home-grown pre and post tests per grade level in mathematics. A grade specific problem of the month provides further practice in open response questioning. Our UFT Teacher Center coach supports teachers by providing differentiated professional development on topics including differentiating classroom instruction and best practices in Mathematics instruction both during and after school hours, which is turn keyed to all staff. Further professional development is provided by our ELL and SETSS teachers. Opportunities are made available to teachers for inter-visitations into model classrooms throughout the school. Parent workshops are held throughout the year to increase parent involvement and therefore further increase the academic success of our students. School-wide activities such as the math fair, Math Olympics, and EDM math games have been implemented every Friday. Higher order questioning using Bloom’s taxonomy so our children can imply, interpret, investigate, and analyze information is being implemented as well. Teachers will utilize the 150+ Essential Questions in Mathematics as given by Helen Ponella.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources: Title 1, FSF, UFT Teacher Center funds, Parent Involvement Money, NYSTL monies</p> <p>Tax levy and OTPS money will provide funds for materials to support our classrooms instruction as well as the coach's salary</p> <p>UFT Teacher Center funds provide training rate for our teachers who attend PD after school.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The ACUITY Predictive and ITA assessments will be administered according to DOE calendar. Acuity and Scantron Performance Series monitor and remediate student progress in math. The NYS Math Mock assessment will be administered during the spring term. Ongoing teacher observation, Everyday Math Unit tests and conferences will also be tools for assessing mastery. Projected gains for Math will be an increase of 4.8 % of the percentage of students at proficiency (levels 3 and 4) in grades 3-5 in Mathematics as measured by the NYS Mathematics Assessment</p>

Subject/Area (where relevant): PD on Common Core State Standards

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>5. By June 2011, all teachers will be exposed to the Common Core State Standards in ELA and Mathematics.</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>A few teachers have attended CFN 604 training in the Summer of 2010 and will attend throughout the year. Key staff will be identified to facilitate knowledge of the core standards in ELA, Math, Science, Technology, and ESL. The key staff will turnkey and train other teachers at small group meetings, grade meetings, and during faculty conferences. PD will also be provided to the staff on Election day.</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>Funding Sources: Tax levy, Title I, and OTPS money</p> <p>Tax levy, Title I, and OTPS money will provide funds for the coach's salary</p>

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Ongoing discussions at monthly Faculty Conferences, monthly Grade Meetings and periodic professional development sessions will indicate the level of knowledge of the new CCSS that the staff possesses. The projected gain will be a growing familiarity with the CCSS by June 2011.

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 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	13	13	N/A	N/A	2	0	2	0
1	10	10	N/A	N/A	1	0	2	0
2	15	15	N/A	N/A	3	1	1	0
3	10	10	N/A	N/A	2	1	0	0
4	12	12	0	0	2	0	0	0
5	10	10	0	0	4	0	4	0
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 – 2 who are considered at-risk for not meeting State standards as determined by their performance on TCRWP Assessments or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 3-5 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), NYS mathematics assessments, TCRWP Assessments, ACUITY or performance series

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:	In Grades K-5, AIS is delivered throughout the school day by way of small group instruction in the classroom. Using data available, teachers target instruction based on student needs. In addition, in Grades K-2 AIS will be delivered during the school day by way of small group instruction as a pull-out program by a part time AIS teacher (2 periods per week), the SETSS teacher (5 periods per week), the IEP teacher (5 periods per week), parent volunteers and peer tutors. Also, in Grades 3, 4 and/or 5, AIS will be delivered during the school day by way of small group instruction as a pull-out program by a part time AIS teacher (2 periods per week), the SETSS teacher (5 periods per week). A self sustaining NYS test prep program will run for seven weeks and groups will be serviced one day per week for 1½ hours.
Mathematics:	In Grades K-5, AIS is delivered throughout the school day by way of small group instruction in the classroom. Using data available, teachers target instruction based on student needs. In addition, in Grades K-2 AIS will be delivered during the school day by way of small group instruction as a pull-out program by a part time AIS teacher (2 periods per week), the SETSS teacher (5 periods per week), the IEP teacher (5 periods per week), parent volunteers and peer tutors. Also, in Grades 3, 4 and/or 5, AIS will be delivered during the school day by way of small group instruction as a pull-out program by a part time AIS teacher (2 periods per week), the SETSS teacher (5 periods per week). A self sustaining NYS test prep program will run for seven weeks and groups will be serviced one day per week for 1½ hours.
Science:	AIS is delivered during the school day by way of small group instruction in the classroom. Using data available, teachers target instruction based on student needs using previous state tests and manipulatives. A self sustaining NYS test prep program will run for seven weeks and groups will be serviced one day per week for 1½ hours.
Social Studies:	AIS is delivered throughout the school day by way of small group instruction in the classroom. Using data available, teachers target instruction based on student needs.
At-risk Services Provided by the Guidance Counselor:	At risk counseling intervention which takes place during the school day and includes strategies to assist children in adjusting to difficult situations and coping with death and divorce. Also provide parent workshops during the school day to better enable parents to assist their child at home. We conduct assemblies to discuss with our students how to cope with difficult situations.
At-risk Services Provided by the School Psychologist:	At risk counseling intervention which takes place during the school day and includes strategies to assist children in adjusting to and coping with difficult situations.
At-risk Services Provided by the Social Worker:	Education Related Support Service is at risk counseling intervention which takes place during the school day and includes problem solving, social skills training, readiness skills, and self esteem workshops.
At-risk Health-related Services:	Our school nurse conducts Hygiene lessons in the classroom and also facilitates an Open Airways Program for our students.

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.

*****SEE ATTACHED**

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) K-5 Number of Students to be Served: 38 LEP Non-LEP

Number of Teachers 2 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.

The ELLs who represent the bottom one-third, and/or those who continue to have a low reading and writing proficiency on the NYSESLAT, are targeted for supplemental ESL services, beyond the CR Part 154 mandate, as part of our Title III program. Approximately 38 ELLs in grades K-5 will be invited to attend our after school ELL Academy, which will be facilitated by a certified ESL teacher and one of our Special Ed teachers with a Bilingual Extension. Former ELLs requiring or requesting additional support will also be permitted to attend. Using data from the NYSESLAT, Periodic Assessments, TC Assessment Pro, and ongoing instruction, students will be placed flexibly in small groups. The focus in grades K-2 will be on implementing the Wilson-based program known as Foundations in order to solidify the ELL's foundational reading and writing skills. In grades 3-5 data-driven reading, writing and math lessons will be planned around the content of the Continental Press NYSESLAT workbooks and/or the New York State Coach ELA and Math Workbooks. Students receive all instruction in English, with native language supports when applicable.

The two teachers will also host approximately four Saturday excursions to our city's museums, such as The Metropolitan Museum of Art, The Museum of Natural History, and MOMA and/or bring in local experts to supplement unit planning. These events will be correlated to our Science and Social Studies standards around the planned units. As such, they will provide background knowledge in the form of hands-on experiences for our students and their parents.

For the 2010-2011 academic year, P.S. 41 will host a series of workshops to which all families of ELLs will be invited to participate. These workshop sessions will assist the parents of ELLs in understanding the school's curriculum and how they can enhance their children's learning at home. We strive to educate parents, students, and staff about how the ELLs first language (L1) supports the development of their English (L2). This is also promoted through the multi-lingual language library located in the ESL classroom.

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.

Collaboration between the content-area and classroom teachers of ELLs and the ESL teacher, Julie Nygren will continue through collaborative ELL meetings. We will strengthen our focus on developing academic language while collaborating around the read aloud in K-1 and weaving in a focus on language across the unit planning. During school year 2009-2010, PS41 was an emerging ESL Labsite featuring the work of Dr. Lily Wong Fillmore. This work focused on deconstructing complex content-area text with the ELLs in order to develop their ability to read for meaning while they improve their knowledge of academic language. This work is enhancing their ability to read more complicated text. Support for this work will

continue at our school during school year 2010-2011 as the ESL teacher will build on this work with chapters from Building Academic Language by Jeff Zweirs. This book articulates how language plays a major role in learning and informs us on how we can provide the extra support needed for mastering the language of school. Four sessions of PD will include topics from this book such as Understanding the Language of Academic Thinking, What are the Content Area Variations of Academic Language, How to Conduct Academic Classroom Conversations, and How to Build Language into Lessons and Assessments. In addition our school is involved with our network in integrating the Common Core State Standards into our curriculum planning as we implement UbD during collaboration.

In addition to our in-house professional development, our teachers are encouraged to attend the ESL workshops offered by our CFN No. 604. These workshops are as follows:

Date	Title	Location /Time	Facilitators
2010			
Friday 10/29/10	Academic Literacy for ELLs Aligned to Common Core State Standards: Session #1 Introduction to CCSS	Petrides 118A 8:30 AM – 2:30 PM	CFN 604 & 609 Instructional Team
Tuesday 11/2/10	Scaffolding Instruction for ELLs: ESL Strategies for Classroom Teachers	Petrides Bldg “A” Rm. 317 Session #1: 8:30 – 11:00 AM Session #2: 12:30 to 3:00 PM	Maria Teresa Maisano Margarita Gonzalez
Tuesday 12/7/10	Academic Literacy for ELLs Aligned to CCSS: Session #2, Reading & Writing Informational Text	TBA 8:30 AM – 2:30 PM	CFN 604 & 609 Instructional Team
2011			
Tuesday 1/25/11	Academic Literacy for ELLs Aligned to CCSS: Session #3, Looking at Student Work	TBA 8:30 AM – 2:30 PM	CFN 604 & 609 Instructional Team
Thursday 1/27/11	Team Teaching in the ESL Program	Petrides 118A 8:30 AM - 2:30 PM	Maria Teresa Maisano Margarita Gonzalez
Tuesday 3/22/11	Academic Literacy for ELLs Aligned to CCSS: Session #4, Curriculum Mapping	TBA 8:30 AM – 2:30 PM	CFN 604 & 609 Instructional Team
Tuesday 6/7/10	Academic Literacy for ELLs Aligned to CCSS: Session #4, Best Practices	Petrides 118A 8:30 AM – 2:30 PM	CFN 604 & 609 Instructional Team

Section III. Title III Budget

School: PS41R BEDS Code: 353100010041

School Building Budget Summary

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)	\$8,082.18	162 hours of per session for 2 Teachers to support ELL Students, conduct Parent and Teacher Workshops, and plan instructional units: 162 hours x \$49.89 = \$8,082.18
	\$2,793.84	56 hours of per session for 2 Teachers to travel and attend museum events in NYC with ELL students on 4 Saturdays 56 hours X \$49.89 = \$2,793.84
Supplies and materials	\$785.00	Foundations Kit (K – 2)
	180.00	5 - K Foundations Student Kits @ \$36
	552.00	12 - 1st Grade Foundations Student Kits @ \$46
	288.00	6 - 2nd Grade Foundations Student Kits @ \$48
	379.00	20 - Grade K & 1 Continental Press NYSESLAT Books @ \$18.95
	227.40	6 - Grade 2 Continental Press NYSESLAT Books @ \$ 21.95
	87.80	4 - Grade 3 Continental Press NYSESLAT Books @ \$21.95
	87.80	4 - Grade 4 Continental Press NYSESLAT Books @ \$21.95
	189.50	10 - Grade 5 Continental Press NYSESLAT Books @ \$18.95
	226.55	23 – NYS Coach ELA Books @ \$9.85
159.85	23 – NYS Coach Math Books @ \$6.95	
	961.08	Miscellaneous: Metrocards, Bilingual books and dictionaries, paper, toner, binders, notebooks, pencils, and snacks
TOTAL	\$15,000	

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.

When the children are first admitted, the parents fill out a home language survey. We send a form home to parents asking for their language preference and we also ask the parents to indicate oral/written language preference on the emergency contact card. Together with the ESL teachers, the classroom teachers and the Parent Coordinator, we further identify the families who would benefit from translated communication.

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.

After the data has been collected and analyzed, we found that we have the following number of families in our school in need translation in the following languages:

Spanish - 38	Russian - 15	Chinese - 5	Urdo - 4	Arabic - 1
Polish - 3	Italian - 2	Albanian - 3	Tagalog - 1	Vietnamese- 1
Ukrainian- 1				

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.

In the summer we collect all the parent letters that will be sent out in September regarding all school procedures and policies. We send these to the DOE Translation service department for translation into the languages necessary for our school community. We also have Spanish speaking staff members who translate classroom letters for teachers on an as needed basis.

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.

When non-English speaking parents come to the building and we do not have a staff member available to translate, our Parent Coordinator calls the DOE Translations and Interpretations unit and they interpret for us over the telephone. We also hire translators from this department for Parent Teacher Conferences as well as enlisting the services of parents and staff members as translators for the conferences.

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>.

- A month before Parent Teacher Conferences a letter is sent out to parents asking if translation services will be required. This allows us to prepare by setting up a schedule using our in-house translators as well as official DOE Translators.
- Any letters to parents that are generated from the DOE are downloaded in translated versions on an as needed basis.
- The Parent Coordinator compiles and refers often to a list of families in need of translation services to ensure that we can obtain translated letters in a timely fashion.
- Using staff members as Spanish translators when needed.
- We translate messages that are sent via our School Messenger Service in Spanish
- We attach the standard DOE translation document to important letters home. This document informs parents that the information attached is important and they should have it translated into their home language.

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:	\$ 291,620	\$18,735	\$ 310,355
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,916	188	3,104
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,581	*	14,581
4. Enter the anticipated 10% set-aside for Professional Development:	29,162	*	29,162

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* 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.

Title I Parent Involvement Policy

1. PS 41 R, The New Dorp School, will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Discussion will begin with the SLT in September and continue through the PTA meetings, Family Nights, e-mail blast, & newsletter.
 - Parent involvement will be encouraged by the Parent Coordinator through the use of translators, workshops, e-mail, phone calls, face to face meetings, school messenger service, ARIS, school website and Facebook.

2. PS 41 R, The New Dorp School, will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Parents will be involved in or have access to the following:
 - Quality Review
 - SLT
 - PTA meetings
 - Parent Workshops facilitated by the Parent Coordinator and school staff
 - Grant Writing
 - PTA/Parent Surveys

- Parent Learning Environment Survey
 - Chat with the Principal
 - Nutrition Committee Meetings
 - Safety Committee Meetings
 - IEP/Annual Review meetings
 - Parent/Teacher Conferences
 - Student Agenda
 - Student/Parent Handbook
 - Writing Celebrations
 - School wide activities and celebrations
 - Fundraisers
 - Formal and informal meetings with teachers and administrators
 - Voting on the use of the school budget
3. PS 41 R, The New Dorp School, will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
- To have the Staten Island Mental Health Reading Volunteer program expand in the school, recruitment will be encouraged in the following ways: speaking about the program at PTA meetings, sending home flyers, posting in monthly newsletter and providing training by Staten Island Mental Health
 - Summer Homework for all students
 - E-mail blast, automated dialer (translated versions)
4. PS 41 R, The New Dorp School, will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Evaluation will be conducted through the SLT/PAC Committees having parents as equal partners in evaluating the parent participation in this involvement policy to improve school quality. Translators will be made available when necessary.
 - PTA will hand out a PTA created needs assessment survey
 - Absentee questionnaire for parents who cannot attend PTA meetings/feedback (answers posted in monthly newsletter)
 - Include translation request option in home language of ELLs for monthly newsletter

5. PS 41 R, The New Dorp School, will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.
 - vii. How to educate parents and staff
 - viii. Child Abuse and Neglect
 - ix. Common Core State Standards
 - x. Special Education Services
 - xi. Promotional Standards
 - The Parent Coordinator in collaboration with the SLT and PAC committees will provide workshops for parents and training on various parent concerns and school issues around academic success to support their students' progress. Translation services will be provided as necessary.
 - b. PS 41 R, The New Dorp School, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - The Parent Coordinator in collaboration with appropriate staff members will provide workshops for parents\ and training on various curriculum areas to support their students' success. Translation services will be provided as necessary.
 - Assessments
 - Smart boards and smart tables
 - Test Prep
 - TCRWP overview
 - Adult ESL classes
 - Kindergarten Jitters
 - Attendance
 - Bullying
 - How to Increase Your Child's IQ
 - Homework Help

- The Parent Coordinator in collaboration with the PAC committee will support parents as partners and provide materials (such as parenting books, literacy & math resources and multilingual lending library) for parents to use at home.
- c. PS 41 R, The New Dorp School, will, with the assistance of the district and parents, inform its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- The social worker and the guidance counselor will collaborate and provide parent workshops on such topics as Homework without Tears, Bullying, Middle School Issues, etc.
 - The guidance counselor will provide parent information sessions on the middle school application process
 - Inviting parents via letter to school activities including: assemblies, in-class and off site class trips, PTA functions (book fairs, holiday fairs, carnival), classroom celebrations and activities, parent workshops, writing celebrations, school-wide activities such as Science, Math, Writing, and Social Studies Fairs, Math Olympics, and Spelling Bee.
- d. PS 41 R, The New Dorp School, will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with a variety of Universal Pre-K programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
- To have the Reading Volunteer program expand in the school, recruitment will be encouraged in the following ways: speaking about the program at PTA meetings, e-mail blasts, sending home flyers, posting in monthly newsletter and providing on-site training by Staten Island Mental Health
 - To have the Great Leaps program expand in the school, recruitment will be encouraged in the following ways: speaking about the program at PTA meetings, e-mail blasts, sending home flyers, posting in monthly newsletter and providing on-site training in the Great Leaps program.
 - Informal visitors from local Pre-School programs
 - Visitations and informal sessions with middle schools
- e. PS 41 R, The New Dorp School, will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to all parents in an understandable and uniform format.
- PTA meetings to be held monthly in the morning and evenings on alternating months (e.g. September morning meeting, October evening meeting, November morning meeting, December evening, etc.).
 - A notice announcing the upcoming meeting with the following translation request option, “This is an important notice, please have someone translate it” will be "back packed" home as well as a phone message sent via the School Messenger Service.
 - The PTA meeting agenda is sent home in advance of the meeting.

- Parent translators will be made available when needed with request made 1 week prior to meeting in order to insure translator availability.
- Minutes of PTA meetings are posted on the PTA bulletin board, sent via email blast and a summary of the meeting events is posted in PTA newsletter together with the absentee questionnaire.
- Upcoming school events are posted on the school marquee and updated regularly.
- The PTA newsletter is circulated monthly with updated announcements and notices.
- A school calendar prepared by the Parent Coordinator is sent home monthly.
- Schedules are sent home for all school-wide activities encouraging parents to visit during their child’s visiting time.
- During the first two days of school the PTA Meet and Greet takes place in the school yard.
- Notices posted on school exit doors as well as school website.
- Information regarding the PTA and P.S. 41 will be available in written communication in other languages as necessary.
- Parent Learning Environment Survey to be distributed by DOE on a yearly basis.
- Volunteer contact sheet will be available at all PTA meetings for parents to sign up to participate in PTA sponsored events.
- Communication is made via e-mail whenever possible for those parents who are unable to participate in PTA sponsored events.
- New class parent/guardian initiative will be implemented to assist in the communication of information.
- Information regarding school events, PTA meetings, and volunteer help needed is posted on Facebook.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team and PTA Meeting minutes.

This policy was adopted by *PS 41, The New Dorp School* in October 2010 and will be in effect for the period of one year. The school will make this policy available to all parents of participating Title I Part A children on or before January 2011.

Principal’s Signature: _____

Date _____

**Attachment H:
School-Level Title I Parent Advisory Guidance Policy Template**

Name

The Parent Association (PA) of PS 41 R, the New Dorp School

Goals and Objectives of PS 41 R, a Title I Schoolwide Projects School

1. To ensure effective involvement of all parents and to support the partnership between other school community stakeholders (school administration and staff, parents and caregivers, School Leadership Team).
2. To involve parents of all students in an organized and timely manner with the planning, review and implementation of Title I programs and the joint development of the school parental involvement policy and the school-parent compact.
3. To recruit parents of all students for involvement in professional development opportunities, meetings (*including the required Annual Meeting*), conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.
4. To provide information to parents or guardians of all students regarding Title I issues, and to bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration and other school community stakeholders through newsletters, PTA meetings and e-mail blast.
5. To develop a proposed spending plan and budget in consultation with parents of all students recommending how the school's minimum Title I 1% (up to 5%) parent involvement allocation can be best utilized to support the needs of all parents.

Title I Parent Advisory Structure Membership

Eligibility

Membership in the Parent Association (PA) shall include all parents, legally appointed guardians, foster parents, and persons in parental relation to any students currently attending PS 41 R, The New Dorp School.

Outreach to New Parent Association (PA) Members

In the beginning of each school year, a welcoming letter from the Parent Association (PA) shall inform eligible parents and caregivers of PS 41 R, The New Dorp School and shall encourage their participation.

Voting Privileges:

Each parent or guardian of a child/children currently attending PS 41 R, The New Dorp School shall be entitled to one vote concerning Title I related matters as long as they are in attendance at the PA meeting when the vote is taken.

Officers

The officers of the PS 41 R, The New Dorp School shall be: President (or Co-Presidents), Vice-President, Recording Secretary, and Treasurer.

Term of Office

The term of office shall be from July 1, 2010 to June 30, 2011. Officers shall be elected in May for a one-year term beginning in June.

The President position may not be held in excess of three years unless, no one else is running.

Qualifications for the officer positions listed above is limited to parents, legal guardians or persons in parental relation who meet the criteria as outlined in these Guidelines and are not employed at PS 41 R, The New Dorp School

Duties of Officers**The Parent Association President shall:**

- *Preside at all meetings of the Parent Association and shall be an ex-officio member of all committees except the nominating committee
- *Appoint chairpersons of Parent Association subcommittees with the approval of the Parent Association Executive Board
- *Delegate responsibilities to other Parent Association members and shall encourage meaningful participation in all Parent Association activities
- *Share information and provide reports to Parent Association membership
- *Meet regularly with the Parent Association officers and membership to plan Parent Association meeting agendas and other activities/events
- *Assist with the transfer of Parent Association records to the incoming Parent Association officers prior to the end of his/her term of office
- *Serve as a core member of the School Leadership Team
- *Meet quarterly with the Principal

The Parent Association Vice-President shall:

- *Assist the Parent Association President with the duties as outlined above and shall assume his/her duties his/her absence or at the Parent Association President's request.

The Parent Association Recording Secretary shall:

- *Prepare Parent Association meeting notices, agendas, sign-in sheets
- *Record the minutes at all Parent Association meetings
- *Prepare and read the draft minutes at Parent Association meetings and make minutes available upon request
- *Share responsibility with other Parent Association officers for safeguarding all Parent Association records
- *Sign and incorporate all amendments to these guidelines and ensure that they are maintained in the file of the Parent Association

*Assist with the transfer of Parent Association records to the incoming Parent Association officers prior to the end of his/her term of office

The Parent Association Treasurer shall:

*Collect and record all monies

*Present monthly budget to PA membership at PA meetings

*Prepare and present Interim Financial Reposts

*Participate in annual audit of PA ledgers

*Assist with the transfer of Parent Association records to the incoming Parent Association officers prior to the end of his/her term of office

Review and Amendments to Parent Association Guidance Document

• This Parent Association Guidance document should be reviewed annually to ensure that they remain current with State, Federal and Department of Education requirements and continue to meet the needs of the Parent Association membership.

• Proposed amendments shall be presented in writing to the Title I parent community prior to any vote taken to adopt the amendment(s). Adopted amendments shall be attached to this document and remain on file in PS 41 R, The New Dorp School.

• This Parent Association Guidance document shall be made available to all parents of children who attend PS 41 R, The New Dorp School and shall be signed below in order to verify the date of general distribution to the Title I parent community.

October 2010

Date of Review by Parent Association Membership

Signature of Parent Association President

January 2011

Date of Availability to the Parent Association Membership

School Parent Compact

School Responsibilities

School: *PS 41, The New Dorp School*, will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

PS 41 will take a data-driven decision making approach to improving student performance by identifying student weaknesses and targeting areas of growth on a continuous basis. Ongoing assessment will be both formal and informal in grades Pre K-5. To meet and exceed City and State performance standards, students in Grades 3-5 will be administered interim assessments that will help teachers, parents, and students focus on specific student areas in need of extra instructional support and inform instructional decisions. Other assessments will also be used to inform instruction including; TCRWP assessments, Everyday Mathematics Unit Check-ups, and Teachers' College Writing Rubrics, EPAL in Grades 2 and 3, Interim Assessments, Acuity and Performance Series. These assessments will help teachers

make appropriate decisions as they select materials for students, plan activities and structure literacy programs. They will provide teachers and the administration with a clear and concise method of tracking all students, including those at levels 1 and 2, “at risk”, and levels 3 and 4, and aid us in student articulation to the next grade. To boost academic rigor, P.S. 41 implements the Joseph Renzulli Schoolwide Enrichment Model, Margaret Beecher’s Triad Model and Virginia Morse and Cindy Notteridge’s IIM project based learning. We have an integrated curriculum which incorporates technology and the arts as well as community service and service learning into all areas of the curriculum.

The quality of the instructional program is monitored via walkthroughs, lab site and classroom intervisitations as well as classroom observations. That high quality is further evidenced in the displayed student work on bulletin boards and centers in and out of the classrooms. Student work is changed often to reflect educational work in progress. Further monitoring is done through collection of student writing samples and Teachers’ College Writing celebrations, collections of math work and running records. Weekly inquiry work is conducted by the staff as they collaboratively look at student work to collect and analyze data. We support student needs by monitoring assessments on an on-going basis and provide additional academic support as needed. Literacy instruction is integrated into every aspect of school life at PS 41. We see it in student performances and presentations, student created books and class-made big books. The children are always proud to celebrate their work and often invite the administration to share in what they are doing in their classes. The students are encouraged to write to the principal with ideas, suggestions or just some thoughts about how to make PS 41 a better place to be. Teachers are encouraged to visit other schools and share those experiences with their colleagues. They are asked to share best practices with each other and have conversations about *what works and what needs work*. “Accountable talk” is not just for the children but for the teachers as well. We are all “Organized for Effort” and both administration and teachers are setting “Clear Expectations” as we strive for “Academic Rigor in a Thinking Curriculum.” We are enhancing our implementation collaborative community of best practices and create teams to share ideas and instructional technologies.

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

PS 41 will hold Parent-Teacher Conferences with interpreters both during the school day and in the evening. Parent-Teacher Conferences will be held both in the fall and in the spring after report card distribution following NYC Department of Education regulations.

⇒ provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

Report Cards for Grades 1-5 will be distributed in November, March and June. Kindergarten Report Cards will be distributed in January and June following NYC Department of Education regulations. Letters are sent home reporting student progress in content areas with suggestions as to activities to strengthen skills.

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

All staff have voice mail boxes in which they can receive messages or questions from parents. Office staff is available to take parent messages and forward them to teachers. The PS 41 teachers will return phone calls from parents in a timely manner and make appointments as needed or requested. The administrative staff has an open door policy and is available to assist parents with questions and/or issues involving their children at all times including at daily arrivals and dismissals. PS 41 has a new website where the community can access the latest information and important dates, as well as obtain an inside peek into each classroom. Each teacher has his/her own portal allowing parents to gain a deeper understanding of what is happening in the classroom including due dates for assignments and homework policies.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Teachers of each class have policies for parent volunteers and for participation in classroom activities. Class Parent/guardian will be selected to increase communication for classroom events. Open School Week in November is a time when parents are invited into the school to observe their children's class. There are monthly performance assemblies that parents of each grade are invited to as well as writing celebrations and activities within the classroom throughout the school year. Parents are also invited to and encouraged to attend school-wide events such as the Spelling Bee, Math Olympics, and academic fairs including Math, Writing, Science and Social Studies. Schedules of each activity are sent home for planning purposes. Parents are asked to accompany their children on class trips according to the policy set by the teachers. During Curriculum Conferences in the beginning of the school year, class procedures, classroom expectations, routines and class policy for the school year are shared with parents.

Parent Responsibilities

We as parents will support our children's learning in the following ways to the best of our ability and whenever possible:

- Students will have 100% attendance.
- Students will arrive on time.
- Making sure that daily homework is completed.
- Check student agenda daily.
- Volunteering in my child's classroom and school.
- Attend Chat with the Principal.
- Attend parent workshops
- Attend PTA meetings.
- Attend PTC.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child’s education.
- Communicate with the school by promptly reading all notices from the school, or the school district (received by my child or by mail) and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s Title I Policy Advisory Committee, the School Support Team or other school advisory or policy groups.

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

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

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.

***Please see pages 10 - 15

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

***Please see Annual Goals: Section V as well as Section VI and also Appendix 1 Part B and Appendix 2

3. Instruction by highly qualified staff.

***Please see page 7

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.

***Please see page 5, Section IV, Section VI, Appendix 2

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

***N/A

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

***Please see Appendix 2, Appendix 3, and Appendix 4

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.

***Our plans for transition include an orientation program, availability of half day programs, and support from a Family Assistance worker.

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.

***Please see Section III, Section IV, Section VI, and Appendix 2

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.

***Please see Appendix 1 and Appendix 2

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.

***Please see Section III, Section VI, Appendix 1, Appendix 2, and Appendix 4

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	✓			291,620	✓	18,19,20,22,25,26
Title I, Part A (ARRA)	Federal	✓			18,735		18,19,20,22
Title II, Part A	Federal	✓			37,442		
Title III, Part A	Federal		✓				
Title IV	Federal			✓			
IDEA	Federal		✓				
Tax Levy	Local	✓			3,406,791	✓	5,6,19,20,22,25,26

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.)
**We currently have 7 students in temporary housing. They are Doubling-up, living with a relative. All other students are not in temporary housing. School personnel has reached out to them and has been assured that no assistance is necessary at this time.
2. Please describe the services you are planning to provide to the STH population.
**Our Pupil Accounting Secretary and our Guidance Counselor reach out to our STH population to assess their needs. We provide these families with the McKinney-Vento information sheet which provides them with guidelines for assistance. We assure that they are designated as Free Lunch status. We offer assistance regarding school apparel, supplies and other necessities on the McKinney-Veto Form.

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 New Dorp					
District:	31	DBN:	31R041	School		353100010041

DEMOGRAPHICS

Grades Served:	Pre-K	v	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	49	53	44		94.4	95.3	94.7
Kindergarten	114	106	98				
Grade 1	97	116	115	Student Stability - % of Enrollment:			
Grade 2	99	93	113	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	112	100	100		94.5	92.1	96.4
Grade 4	110	114	96				
Grade 5	88	109	123	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		45.8	60.8	61.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		11	16	2
Grade 12	0	0	0				
Ungraded	0	3	2	Recent Immigrants - Total Number:			
Total	669	694	691	(As of October 31)	2007-08	2008-09	2009-10
					5	4	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	30	28	Principal Suspensions	0	1	1
# in Collaborative Team Teaching (CTT) Classes	9	12	49	Superintendent Suspensions	0	0	3
Number all others	50	52	51				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	48	45	49
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	10	5
# receiving ESL services only	63	65	TBD				
# ELLs with IEPs	3	9	TBD	Number of Educational Paraprofessionals	5	6	12

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

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	97.8	100.0
				% more than 2 years teaching in this school	85.4	84.4	87.8
				% more than 5 years teaching anywhere	79.2	77.8	85.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	98.0	93.9
American Indian or Alaska Native	0.7	0.6	0.4	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	3.1	4.3	3.2				
Hispanic or Latino	24.7	25.9	28.1				
Asian or Native Hawaiian/Other Pacific	6.1	6.3	6.1				
White	65.0	60.5	61.1				
Male	53.1	55.6	54.0				
Female	46.9	44.4	46.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	v	v				
Multiracial	-	-				
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
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:	C	Overall Evaluation:			NR	
Overall Score:	12.6	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	4.5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	4.2	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	2.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	1					

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 ICI 31	District 31	School Number 041	School Name The New Dorp School
Principal Elise Feldman		Assistant Principal Adele Carbonella	
Coach Francesca Montalti		Coach n/a	
Teacher/Subject Area Mrs. Jacquie Fileccia 1st		Guidance Counselor	
Teacher/Subject Area Mrs. Elizabeth Reimertz 3rd		Parent Michelle Napoleone	
Teacher/Subject Area Ms. Nygren- ESL		Parent Coordinator Gail Curylo	
Related Service Provider Nancy Lombardi		Other Mrs. Pirozzolo /Science	
Network Leader type here		Other Alma Villegas/Family Support	

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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	692	Total Number of ELLs	52	ELLs as Share of Total Student Population (%)	7.51%
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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.

During registration, parents are provided with the Home Language Identification Survey (HLIS) in their home languages. We schedule times during the school year when our Spanish/English bilingual ESL pedagogue, Ms. Nygren, is on hand to interview new students and families. If other interpretation is needed, we currently have Albanian and Arabic speaking personnel on hand to assist. When an interpreter is not available, we use the services of the NYCDOE's Translation and Interpretation unit. The interview identifies which students are entitled to ESL services. The parents are then informed of their child's score and needs. If the child is identified as requiring services. The child is enrolled in the appropriate program within ten days.

In addition to using the LABR for initial placement, the ELL's in our school are administered the New York State English as a Second Language Achievement Test (NYSESLAT) every spring during the annual testing window. Based on their scores, they receive the mandated minutes of ESL service-that is to say, 360 weekly minutes for Beginners and Intermediates, and 180 weekly minutes for Advanced ELL's. If the LabR needs to be administered, and the child is identified as needing ESL services, the child is enrolled in the appropriate program within 10 days. By formalizing the identification of ELL's during intake, our expectation is to streamline and improve our already efficient handling of the informational parent letters and the presentation of the parent video in the school's dominant languages so that we can better serve and place our ELL's in the timeliest of manners. As such, parents will understand all three parental choices- namely Dual Language (DL), Transitional Bilingual Education (9TBE), and English as a Second Language (ESL) and respond promptly by returning the paperwork on the spot.

There are several guidelines in place to ensure that parents understand all three program choices. All parents of newly enrolled English Language Learners are invited to attend an orientation session within 10 days of ELL's enrollment. A certified ESL teacher conducts the parent orientation session at a designated time during a two-week interval. Parents are given the opportunity to view a parent information CD, in their native language, which describes the various programs offered by the city to their children. The program placement options are presented with clarity and objectivity. The parent orientation CD is available in nine languages. If parents are unable to attend the orientation, parent brochures are disseminated in heir native language to the home, with a parent selection form in order to further explain the various programs offered. Parents are given the opportunity to ask questions regarding the various programs offered before making a choice for their child.

Our program offerings are currently in alignment with parental choice. With a cross-section of languages in our community, ESL remains to be their overwhelming option. Although Spanish is the majority language spoken by our ELL's, these numbers represent a variety of home languages and, therefore, are not from any one home language. This distribution of numbers has remained fairly consistent over the past several years. A checklist is kept in our Compliance Binder to accurately track the parents' choices.

The ESL teacher checks admission and discharge reports weekly to ensure that ELL's who started out at another school receive prompt ESL service upon arrival at our school.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	11	13	8	7	4	9								52
Total	11	13	8	7	4	9	0	0	0	0	0	0	0	52

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	12
SIFE	2	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	34	2	8	17		4	1				52
Total	34	2	8	17	0	4	1	0	0		52

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
Spanish																			0	0	
Chinese																				0	0
Russian																				0	0
Korean																				0	0
Haitian																				0	0
French																				0	0
Other																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	5	6	4	2	4								28
Chinese					1	2								3
Russian	2	5	2			1								10
Bengali														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu	2	1												3
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1			1									2
Albanian				1		2								3
Other				2										2
TOTAL	11	13	8	7	4	9	0	52						

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.

ESL instruction continues this year as a blended push-in/pull-out model. The push-in is achieved by grouping our ELL's with one teacher on a grade. In the Kindergarten grade, most of the ELL's are placed into 2 kindergarten classes. One Kindergarten teacher is fully Spanish bilingual and can address parent needs. He is also available to assist the second Kindergarten teacher. Ms. Nygren pushes into one of the Kindergarten classes 3 periods a week. Both teachers collaborate on a weekly read aloud to focus on language development frequently linking to content areas such as Science and Social Studies. For grade 1, Ms Nygren pushes in for 3 periods a week. Both teachers collaborate on a weekly read aloud to focus on language development, frequently linking to content areas such as Science and Social Studies. For grades 2-5, Ms. Nygren pulls out the remaining ELL's according to the mandates of the Beginners/Intermediate students. This equals 155 minutes of instruction. The additional 255 minutes are met during 4 periods of pull out services totaling the mandated 360 minutes.

We currently have 2 SIFE students. An assessment of literacy needs and skills was conducted using the Spanish Lab. Once needs are determined their oral language would be encouraged using QTEL strategies that effectively accommodate students at all proficiency levels. We would incorporate the SIFE's native languages and prior knowledge, and include scaffolds such as visuals, graphic organizers, experiential learning, TPR and role-playing carefully differentiating the content, process, and product. We also have many bilingual books and curriculum materials in our library as well as content-area books written at lower levels and without diluted information. During

Language Arts, the ESL teacher is able to work in small focused groups providing specific scaffolds. During writer's workshop this would include using story boards, role playing, and practicing a story orally before writing it. In the upper grades newcomers are also partnered with more advanced students who act as interpreters to check comprehension. Students are encouraged to write in their native language in order to convey meaning. They also use storyboards and partner work to begin telling the story in English. For reader's workshop, the students partner read and use talking prompts to develop oral language and push comprehension. Reading in the native language is always encouraged and employed when there is literacy in the L1. In K-2, Ms. Nygren will engage the students through content area read aloud. Newcomers in grades 3-5 continue to use talking prompts during small group work, engage in QTEL activities that incorporate learners at all proficiency levels in all four modalities, and participate in the deconstruction of "juicy" language to encourage their academic vocabulary, and critical thinking about how language works. This work accelerates their movement through the reading levels. This will enable them to read the more advanced language that they will encounter on the NYS ELA exam as well as other standardized tests. The NYSESLAT data has revealed that our ELL's on the Extension of Services report and receiving 4-6 years of ESL service need more work in reading and writing. To drive best instructional practices, the data used is not restricted to the NYSESLAT or the ELL Periodic Assessments. Concerning reading, the classroom teachers share information using TC running records for the ELL students. In the after school program, we will also be working on deconstructing language, and various writing projects throughout the year involving expository NYSESLAT writing. We have targeted our bottom third for focused reading groups during the after school program offered through Title III monies. We are striving for a more consistent educational experience for the students. We are achieving this through our dedicated collaborative efforts. According to our data, our long-term ELL student is not successfully dealing with the increased demands of reading and writing. In addition to all the reading and writing strategies employed for the ELL on our Extension of Services, we are striving towards ways to increase motivation and engagement. This student is in extended day programming with the ESL teacher. During extended day, this student is doing extensive language development around high interest content areas text. The strategies used include deconstructing academic text for better comprehension.

The ELL students in our school are identified by their teachers and their names are discussed during monthly meetings. Monthly meetings are held to monitor their progress and to explore strategies and interventions. The ELL's at our school are included in many intervention programs for ELA and Math. Intervention is also available in the content areas as it arises during the school year. Math, ELA, and Science test prep is offered during the year. Our Title III funds will be used in an extended day program. We will target the bottom third in grades K-5. In grades K-2, the Foundations program will be used to provide enhanced skills for reading and spelling. In grades 3-5, reading and writing instruction will be targeted and delivered through the Continental Press Empire State NYSESLAT workbooks. Our former ELLs (FELLS) are benefiting from our push-in ESL model, as they are grouped with current ELL's and native speaking student on the grade. The classroom teacher and the ESL teacher co-teach. Strategies such as turn and talk with speaking prompts are used to enhance verbal and comprehension skills. The ESL teacher and the classroom teachers watch the FELLS to ensure continued progress. When needed, they partake in Academic Intervention Services (AIS). In addition to these offerings, all ELL's and FELLS are carefully grouped for extended day programming, using data to address their learning needs. The increased collaboration at our school is ensuring that the ELL's and FELLS needs are closely met. This year continued co-teaching is occurring in the area of Science. We were an ESL Lab site this past year, but due to lack of funding, this is no longer available.

Our ELL's may participate in all test prep offerings primarily taking place after school. During the school week, our ELL's, along with the whole school, partake in our advanced level Renzulli School wide Enrichment Model (SEM) program. SEM allows our ELL's to have an enhanced learning experience. Like all our students they are presented with and get to choose from a progressive range of learning situations to develop their talents based on their strengths and interests.

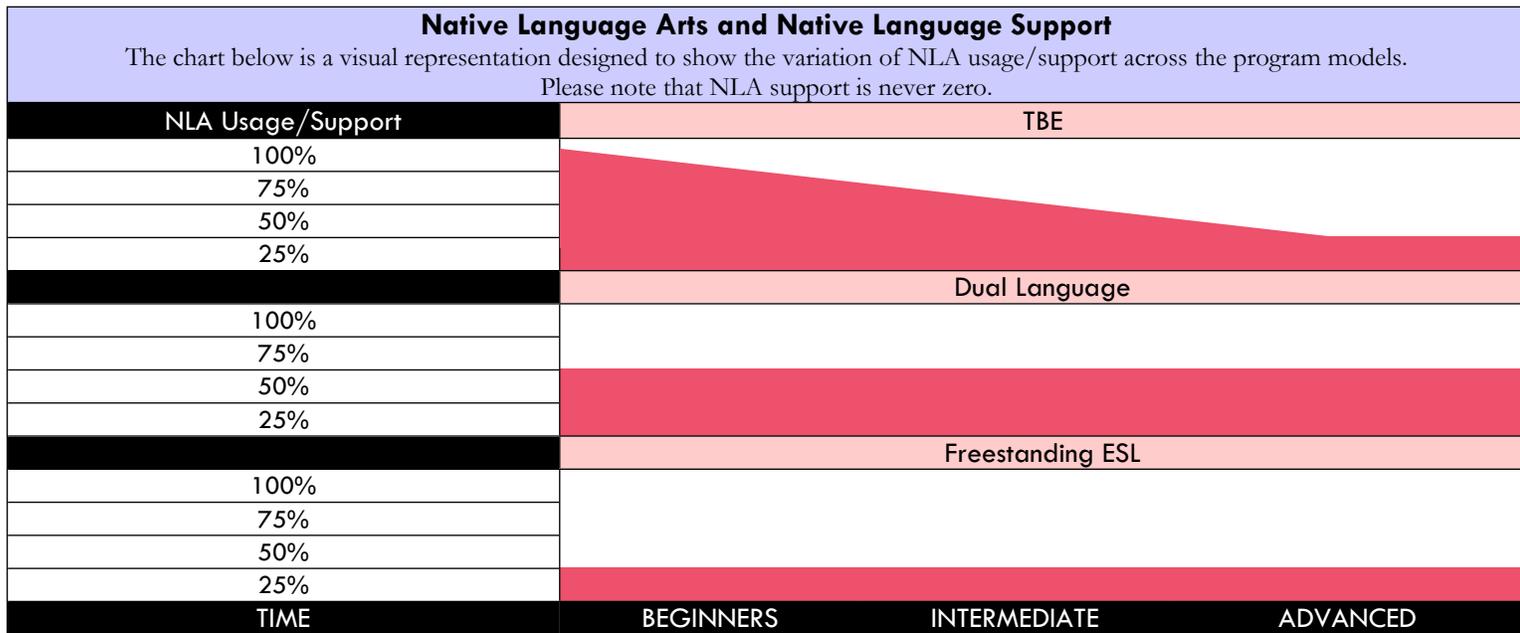
The ELL's in our school are participating in numerous technology offerings. Our school is equipped with an up-to-date computer lab, staffed by a full-time teacher. During technology time, our K-2 students are taught basic computer skills, cyber safety, and the use of graphic organizers to enhance writing. Our 3-5 students are taught Power Point, digital story telling, aligned to TC, word, as well as cyber safety. In grades 2-5, our students are also taught how to use a flash drive. Our ELL's with lower language proficiency are paired with other students to complete tasks. In addition to the computer lab, our school is equipped with laptops and Smartboards. This equipment is employed regularly in the teaching and learning at our school. We have seen increase motivation with the use of these tools. Acuity in Math and ELA, which drills down to each student's specific skill-based needs is used. This year we continue to use our PS 41 website offered through Schoolwires. The Schoolwires provides increase communication between teachers, students and parents.

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



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?

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)?

Although instruction is primarily delivered in English, we carefully consider L1 literacy and encourage its development. At present we have Spanish materials from our core curriculum, such as the EDM Student Journals and Homelinks and our science textbooks. These are especially useful for our students who read in Spanish, but we also share them with parents who speak Spanish, even when the student do not have L1 literacy, as the parents are then better equipped to assist with homework. We also possess substantial bi-lingual and mono-lingual reading materials in our dominant languages such as Spanish, Albanian, Chinese, Russian, Arabic, Urdu, and Polish that are shared with students and families. Educating the parents is also a top priority as we disseminate the current research in the field, often with the assistance of the website [Colorin Colorado](http://ColorinColorado.com), so that they understand the transference of literacy skills from L1 to L2. The ESL services closely support and correspond to the ELL's curriculum (by age and grade), linguistic, and affective needs. At this time we do not have a program to assist newly enrolled ELL's before the beginning of the school year due to lack of funding. We strive to make our parents feel welcomed at the school by presenting information whenever possible in the home language, and maintaining an open door policy from the start. We refuse to allow language or culture to be a barrier to a student's learning at our school. We are planning on hosting meetings to assist our ELL parents and meet their needs. As an elementary school, we do not offer language electives to our students. During the year, however, student scholars from our local high school provide introductory Spanish to grades 3-5.

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.

We continue this year to focus on structured monthly articulation meetings between the ESL teacher and the classroom teachers of ELL's. All teachers are invited to participate in workshops. These meetings are also available for teachers, other than those who hold ESL and bilingual licenses, who need to complete their 7.5 hours of ESL training as per Jose P. It is also plausible that the ESL teacher conduct additional in-house workshops schedule permitting and pending the upcoming budget. The workshops will focus on building academic language through the work of Jeff Zwiers. Transitional support is provided to our 5th grade students through inter-visitation and orientation provided by our middle school.

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?

Beyond the parent orientation, ELL parents are invited to attend all workshops offered by our Literacy Coach and Parent Coordinator. Announcements are made through the PTA Newsletter and our school web site. Our school is partnered with the JCC, which provides classes in ESL, job skills, and family literacy. Personnel from the TV show *We Are NY* come to our school to conduct conversations and language development workshops. We outreach our parents through surveys offered in native language to evaluate their needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	6	2	0	0	0								13
Intermediate(I)	0	6	3	3	0	2								14
Advanced (A)	6	1	3	4	4	7								25
Total	11	13	8	7	4	9	0	0	0	0	0	0	0	52

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	7	6		13
4	0	6	2		8
5					0
6					0
7					0
8					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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					9		5		14
4			1	1	7		2		11
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			1	1	7		2		11
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	1		1		9				11
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

The ELL's at our school currently use TCRWP, Fundations, Words Their Way and E-Pal to assess early literacy skills. The data is gathered quarterly and reveals strengths and weaknesses in the areas of reading competencies such as phonics, fluency, sight word knowledge, etc. Small group instruction is planned based on these needs. The LabR data reveals that many K students start out with strong verbal skills. often

proficiency on the NYSESLAT this year than last year. The ELL's meet grade level standard more so in mathematics than in reading. In meeting the Science Standards, 5 of our ELLs surpassed the grade by achieving a level 4. One of our ELL student did not meet the Science Standards. This one student who scored below standards took the test in their native language. That students scored below standards in math as well despite being tested in native language. ELL success is measured by looking at NYSESLAT, ELA and Math Standards, TCRWP and any content area standardized tests. We find that the ELL Periodic Assessments are inadequate and do not address our needs.

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		