



**P.S. 41X  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (DISTRICT: 11/ BOROUGH: BRONX/ NUMBER11X041)  
ADDRESS: 3352 OLINVILLE AVENUE  
TELEPHONE: (718) 652-3461  
FAX: (718) 231-2668**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 041X      **SCHOOL NAME:** The Gun Hill Road School

**SCHOOL ADDRESS:** 3352 Olinville Avenue

**SCHOOL TELEPHONE:** (718)652-3461      **FAX:** (718)231-2668

**SCHOOL CONTACT PERSON:** Erika Tobia, Principal      **EMAIL ADDRESS:** [etobia@schools.nyc.gov](mailto:etobia@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Susan Mark

**PRINCIPAL:** Erika Tobia

**UFT CHAPTER LEADER:** Kai-ama Hamer

**PARENTS' ASSOCIATION PRESIDENT:** Neilawattie Merna Torres

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** 607

**NETWORK LEADER:** Irene Rogan

**SUPERINTENDENT:** Elizabeth White

**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
Erika Tobia	*Principal or Designee	
Kai-ama Hamer	*UFT Chapter Chairperson or Designee	
Neilawattie Merna Torres	*PA/PTA President or Designated Co-President	
Sharon Butler	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Angela Ramsay	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	
Corrine Parris	Member/UFT	
Maria Lao	Member/PTA	
Yolanda Scott	Member/PTA	
Angela Williams	Member/PTA	
Susan Mark	Member/SLT Chairperson	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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P.S. 41 is a K-5 school located at 3352 Olinville Avenue, Bronx, New York that is committed to the careful gathering and analysis of data to guide individualized instruction for targeted academic improvement. The school has implemented a comprehensive and continuous data collection and application process. This data analysis informs classroom and targeted intervention instruction, including, but not limited to, ESL services, SETSS, "Wilson", "Voyager", and speech, plus pull-outs designed especially for Level 1 students.

P.S. 41 has a comprehensive early-intervention program designed to ensure that all students will be reading on grade level by the time they enter third grade. Additionally, the Readers' Theater program provides targeted small-group literacy intervention for students in grades 1-4. Further, P.S. 41 has revamped its extended day program such that teachers now work with small groups of students every morning while the whole class is present. This new schedule enables students to benefit from added time to improve their independent reading skills and receive personalized instruction from their teacher in a small setting.

P.S. 41 has recently implemented Words Their Way, a comprehensive word study program developed by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston. In September 2009, students were assessed using the TC spelling inventory to determine their individual word study levels. Classroom teachers then grouped students into groups based on the results of this inventory. Each group engages in a variety of activities, including small group meetings with the teacher, word sorts, and games. These activities are designed to teach children spelling, phonics, reading, and writing skills along a continuum of stages, from "Emergent" to "Derivational Relations."

P.S. 41 involves students in the analysis of their learning through personal unit-based goal setting. These plans, created by the student with the assistance of his or her classroom teacher, set forth the student's strengths, areas of need, and goals. Teachers also meet individual students' needs through reading and writing conferences. Further, our new \$200,000 Believe and Achieve Library was specifically designed to meet the needs of all learners through a large and diverse selection of books, computers, a mobile science lab, and other media.

P.S. 41 offers comprehensive teacher support, including in-house and external professional development (through the LSO and Teachers College). Experienced teachers serve as grade coaches. Monthly Parent Newsletters and grade-specific curriculum maps maintain families' connections to their students' education.

P.S. 41 hosts several school-wide and community events, including a Family Night arts and crafts program, Valentine's Day Dance, Spring Dance, and Black History Month celebration. P.S. 41's Harmony Festival features teacher and student cultural performances, as well as a potluck dinner and

dessert buffet. Finally, celebration of School Pride Day and other special days enhance P.S. 41 school spirit.

P.S. 41's behavior management specialists, including Guidance counselors, create a cohesive and individualized behavioral intervention and self-esteem-building program. Our most sweeping behavioral initiative, the "Steps 2 Success" program, is a school-wide initiative that sets forth clear behavioral expectations for students and rewards students for acting in accordance with those expectations.

P.S. 41's after-school Performing Arts Program and grant-based programs provide students with artistic opportunities, including dance, singing, drama, art, and music. Specifically, Grades K and 1 participate in a Creative Movement program through the 92<sup>nd</sup> Street Y. In this program, students learn to express themselves through dance while learning key curricular concepts throughout all subject areas. Similarly, students in Grades 2 and 3 work with a teaching artist to embed the arts into the general curriculum, enabling students to gain an appreciation for the arts and develop their expressive abilities. Further, students have the opportunity to work on the school newspaper, science enrichment programs, and sports programs. Sports programs available this academic year include boys' basketball, baseball, track, and, for the first time, girls' basketball. Recent renovations to the auditorium and gymnasium enhance our Performing Arts and sports programs.

P.S. 41 will maintain its focus on content areas through various special events. The school holds an annual Science Fair, to which each class submitted a project. Classes attend the fair and engaged in various experiments and science activities. P.S. 41 also will hold a Social Studies Bee for 4<sup>th</sup> and 5<sup>th</sup> grade students.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 41				
<b>District:</b>	11	<b>DBN #:</b>	11X041	<b>School BEDS Code:</b>	321100010041

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input 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 checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.9	91.7	TBD		
Kindergarten	126	114	125						
Grade 1	156	168	143	<b>Student Stability: % of Enrollment</b>					
Grade 2	161	147	164	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	147	134	145		89.7	88.2	TBD		
Grade 4	147	134	166						
Grade 5	156	162	148	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		85.1	85.1	92.9		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		23	37	TBD		
Grade 12	0	0	0						
Ungraded	1	1	3	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	874	881	893		9	5	7		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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	54	57	55						
No. in Collaborative Team Teaching (CTT) Classes	17	39	51	Principal Suspensions	29	26	TBD		
Number all others	37	33	37	Superintendent Suspensions	24	16	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	101	99	125	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	2	4	27	(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	67	68	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	13	15	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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	100.0	TBD
American Indian or Alaska Native	0.7	0.6	0.7	Percent more than two years teaching in this school	61.2	64.7	TBD
Black or African American	59.4	61.1	58.3	Percent more than five years teaching anywhere	44.8	48.5	TBD
Hispanic or Latino	37.9	35.5	36.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.0	1.3	Percent Masters Degree or higher	73.0	71.0	TBD
White	1.3	1.6	1.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial	N/A	N/A	N/A				
<b>Male</b>	51.8	52.2	52.7				
<b>Female</b>	48.2	47.8	47.3				

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓	✓	-				
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	6	6	1	0	0	0	

### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	101.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.5	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?
- 

### **Grades K-5**

The Assessment Pro results from Teachers College Reading and Writing Project indicate that in the 2007-2008 school year we had 51.36% Level 1 students, 17.12% of Level 2 students, 19.97% of Level 3 students and 11.55% of Level 4 students. The Assessment Pro results from Teachers College Reading and Writing Project indicate that in the 2008-2009 school year we had 22.53% Level 1 students, 17.01% of Level 2 students, 32.53% of Level 3 students and 27.93% of Level 4 students. The Assessment Pro results from Teachers College Reading and Writing Project indicate that in the 2009-2010 school year we had 13.68% Level 1 students, 14.04% of Level 2 students, 42.11% of Level 3 students and 30.18% of Level 4 students.

Some of the most significant aids to our progress are: Grade-specific coaches (AIS), interventions (Grades K-5: "Foundations", "Wilson", "Voyager", "Words Their Way"), differentiated instruction based on individual needs, and use of leveled readers. Significant barriers toward increased success are: transience of student population, socio-economic conditions, low level of parent involvement, and poor attendance. Currently, about 14.6% of our students have IEPs. This is a significant number. These students are in need of some type of related services. Approximately 14.6% of our student population receives ESL services.

### **Grades K-2**

An analysis of the Teachers College Reading and Writing Project data reveals that there have been significant gains in all areas of literacy from 2007-2008, 2008-2009, and 2009-2010 especially in independent reading levels, high frequency word recognition, letter identification, letter-sound identification, spelling, listening comprehension, writing expression, and writing development. Vocabulary remains a challenge across the grades, although progress has been made from 2007-2008, 2008-2009, and 2009-2010. Overall, our students are decoding better, but their comprehension falls within the Level 2 and Level 3 ranges. The inclusion of "Foundations" in grades K-2, Teachers College Reading and Writing Workshop, and "Words Their Way" have helped move our students toward meeting New York State ELA Standards.

Students in grades K-2 have indicated steady progress with respect to Unit assessments and teacher judgments.

## **Grades 3-5**

An analysis of the Teachers College Reading and Writing Project data reveals that there have been significant gains in all areas of literacy from 2007-2008, 2008-2009, and 2009-2010 especially in independent reading levels, spelling, writing expression, and writing development. Vocabulary remains a challenge across the grades, although progress has been made from 2007-2008, 2008-2009, and 2009-2010. Overall, our students are decoding better, but their comprehension falls within the Level 2 and Level 3 ranges. The inclusions of the "Wilson Reading Program" Teachers College Reading and Writing Workshop, and "Words Their Way" have helped move our students toward meeting New York State ELA proficiency levels.

Students in grades 3-5 have indicated steady progress with respect to Unit assessments and teacher judgments.

### Overall Proficiency Growth in ELA and Math

The Progress Reports indicate that the overall percentage of student proficiency in ELA in 2007-2008 was 56.4%. The overall percentage of student proficiency in ELA in 2008-2009 was 67%. The Progress Reports indicate that the overall percentage of student proficiency in Mathematics in 2007-2008 was 81.7%. The overall percentage of student proficiency in Mathematics in 2008-2009 was 88%. As of June 10, 2010, the pass/fail scores approximate the percentage of Level 1 students on grades 3-5. The scores from grades 3-5 in 2008-2009 in ELA are comparable to the scores from 2009-2010 with the exception of grade 4. This year's level 1 scores in Grade 4 ELA appear to have risen by approximately 50%. The scores from grades 3-5 in 2008-2009 in Mathematics are comparable to the scores from 2009-2010.

### Proficiency Growth by Gender in ELA and Math

Male students exhibited 56% proficiency in ELA for 2007-2008 and 64% proficiency in ELA in 2008-2009. Female students showed 57% proficiency in ELA for 2007-2008 and 70% proficiency in ELA in 2008-2009. In Mathematics, male students exhibited 86% proficiency in 2007-2008 and 89% proficiency in 2008-2009. Also in mathematics, female students showed 78% proficiency in 2007-2008 and 88% proficiency in 2008-2009. Male students exhibited 35% proficiency in ELA and 63% proficiency in Mathematics for 2009-2010. Female students exhibited 52% proficiency in ELA and 60% proficiency in Mathematics for 2009-2010.

### Proficiency Growth by Ethnicity in ELA and Math

Black students achieved 58% proficiency in ELA in 2007-2008 and increased to 68% proficiency in ELA in 2008-2009. In the 2009-2010 school year, black students achieved 50% proficiency in ELA. Hispanic students demonstrated 56% proficiency in ELA in 2007-2008 and increased to 66% proficiency in ELA in 2008-2009. In the 2009-2010 school year, Hispanic students achieved 34% proficiency in ELA. In Mathematics, Black students exhibited 83% proficiency in 2007-2008 and 88% proficiency in 2008-2009. In the 2009-2010 school year, black students demonstrated 62% proficiency. Also in Mathematics, Hispanic students achieved 80% proficiency in 2007-2008 and increased to 88% proficiency in 2008-2009. Hispanic students achieved 63% proficiency in 2009-2010.

### Proficiency for Special Education Students

The proficiency for Special Education students in ELA was 32.9% in 2007-2008 and 28% in 2008-2009. In Mathematics, the percentage proficiency for Special Education students increased from 59.4% in 2007-2008 to 70% in 2008-2009. The proficiency for Special Education students in ELA increased to 30% in 2009-2010. The proficiency for Special Education students in Math decreased to 59% in 2009-2010.

### Proficiency Growth for English Language Learners (ELLs)

The percentage proficiency for English Language Learners in ELA increased from 34.2% in 2007-2008 to 51% in 2008-2009. In Mathematics, the percentage proficiency for English Language Learners increased from 72% in 2007-2008 to 78% in 2008-2009. The percentage proficiency for English Language Learners in ELA decreased to 28% proficiency in 2009-2010. For Mathematics, the percentage proficiency for English Language Learners in Mathematics decreased to 55% proficiency in 2009-2010.

### Students Making at Least One Year of Progress (Including Lowest One-Third)

For ELA, the percentage students making at least one year of progress in 2008-2009 was 66.78%, while the percentage of students designated lowest one-third making at least one year of progress was 67.36 % in 2008-2009. The average change in student proficiency in ELA from 2007-2008 to 2008-2009 for students at Levels 1 and 2 was 0.259%. The average change in student proficiency in ELA from 2007-2008 to 2008-2009 for Levels 3 and Level 4 students was 0.03%.

For Mathematics, the percentage of fourth grade students making at least one year of progress in 2008-2009 was 62.41%, while the percentage of fifth grade students making at least one year of progress in 2008-2009 was 81.34%. Also in Mathematics, the percentage of fourth and fifth graders designated lowest one-third making at least one year of progress in was 71.11% in 2008-2009. The average change in student proficiency in Mathematics from 2007-2008 to 2008-2009 for students at Levels 1 and 2 was 0.1%. The average change in student proficiency in ELA from 2007-2008 to 2008-2009 for Levels 3 and Level 4 students was -0.08% relative to Peer Horizon and 50% relative to City Horizon.

For ELA the percentage of students making at least one year of progress in 2009-2010 was 83% while the percentage of students designated lowest one-third making at least one year of progress was 88% in 2009-2010. For Mathematics, the percentage of students making at least one year of progress from 2009-2010 was 84%. Also, the percentage of student's designated lowest one-third making at least one year of progress was 90% in 2009-2010.

### Accomplishments Over the Last Few Years

Student performance in both ELA and Math has exceeded previously set goals. Moreover, student progress in math *far* exceeded previous performance.

Significant aids for continued improvement include: Grade-specific coaches, small group instruction (push-in), AIS (reading specialist for Level 1 students in grades 3 and 4), interventions ("Voyager", "Great Leaps" (in Reading and Math), and "Wilson"), early morning at-risk pull-out program, differentiated instruction in both reading and math, Teachers College Reading and Writing Workshop, balanced literacy model (Whole-Small-Whole), assessment-driven instruction in both reading and math.

The 2007-2008 Quality Review indicated a need to improve as follows:

- Extend the monitoring of ethnic and gender groups beyond the inquiry team and administration.
- Increase the use of differentiated teaching methods in classroom instruction.
- Ensure that all lessons engage the students' interests.
- Ensure that all staff [members] take an active role in reviewing progress toward class, group, and whole school goals.
- Improve existing professional development plans to ensure consistency in instructional practice throughout the school.

- Further develop home-to-school communication to ensure parents support the school's goals for attendance.

P.S. 41 has addressed all of these issues either as indicated in this section, and/or in our Action Plan, detailed in Section VI.

### 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.

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**ANNUAL GOAL 1 (Achievement Levels in Reading for Students with Disabilities):** By June 2011, students with disabilities will progress as follows: Students who are reading at a benchmark Level 1 in September 2010, as measured by the Teachers College Reading and Writing Program (TCRWP) benchmarks for Independent Reading Levels, must be reading at a Level 2 or higher by June 2011. Students who are reading at a benchmark Level 2 in September 2010 must move up to a benchmark Level 3 by June 2011. The necessary fiscal resources required to implement this goal are through Fair Student Funding, Contracts for Excellence and CTT funding. The human resources required to implement this goal are the classroom teachers, Academic Intervention Services, Administration, Data Specialists, SETTS teacher and speech teachers.

**Description:** According to TCRWP running records, special education students have made significant progress in reading. According to Assessment Pro, 55.03% of Special Education students scored at a level one in November 2009. As of May 2010, 28.21% of Special Education students scored at a level one. This data indicates a significant decrease in level ones. Additionally, in 2007-2008, 32.9% of Special Education students achieved proficiency on the New York State ELA examination; in 2008-2009, that percentage decreased to 28%. As of September 2010, the Teacher's College Reading Writing Project Benchmark Reading levels and Marking Period Assessments were revised. Students will be assessed formally four times a year. AIS staff will conduct ongoing assessments using the Wilson program.

**ANNUAL GOAL 2 (Homework):** By June 2011, 100% of K-5 students' homework will include content area material in Social Studies and Science in order to increase rigor. All classroom teachers and Social Studies and Science clusters will assign homework in the content areas. The necessary fiscal resources required to implement this goal are through Fair Student Funding, Title 1 and SWP. The human resources required to implement this goal are the classroom teachers, Academic Intervention Services, Administration, Data Specialists, and the Science Coordinator.

**Description:** Students will receive Science and Social Studies homework to increase rigor. Science and Social Studies homework will connect to state assessments. Teachers will send notes home to use as a study guide. Movement will be measured on teacher made tests including unit vocabulary and teacher homework logs. Students will be assessed with pre-tests and post-

tests based on the current unit of study. Additionally, cluster teachers will assign homework based on content area instruction and will be assessed with weekly quizzes.

**ANNUAL GOAL 3 (Math Collaborative Inquiry):** By June 2011, 100% of teachers will participate in collaborative inquiry cycles focused on math in order to improve student achievement.

**Description:** Based on formative and summative assessments, teachers will work collaboratively to identify and analyze math learning goals, develop instructional strategies to support targeted students, create common assessments, and review data with collaborative inquiry teams. They will use protocols to analyze and assess effective strategies and share with the school community. The necessary fiscal resources required to implement this goal are through Fair Student Funding, Title 1 and SWP. The human resources required to implement this goal are the classroom teachers, Academic Intervention Services, Administration, and Data Specialists.

**ANNUAL GOAL 4 (Differentiation in Mathematics):** By June 2011, 75% of students from K-5 will master each topic within the current unit of study. The 25% of students who do not master each topic, their needs will be met through intervention and differentiated small group instruction.

**Description:** Analysis of Everyday Math unit examinations reveals that students are unable to achieve proficiency in, or have not increased their scores in, certain core mathematics areas particular to each student (Numbers and Numeration; Operations and Computation; Data and Chance; Measurement and Reference Frames; Geometry; and Patterns, Functions, and Algebra). In order to remediate these deficiencies in our Math program, we have implemented a balanced math curriculum. The format of instruction will be whole group, small group, whole group, with emphasis on intervention and differentiation. We have designed a program that will realign Everyday Math to the new core standards to insure academic rigor. The third grade is piloting a new program developed by Pearson education called "EnVision Math." This program is aligned to the 2011 core standards and provides structure and mastery of material not evident in EDM. The necessary fiscal resources required to implement this goal are through Title 1 Funding. The human resources required to implement this goal are the classroom teachers, Academic Intervention Services, Administration, and Data Specialists.

**ANNUAL GOAL 5 (Reading Progress):** Students performing at Benchmark Reading Levels B through H in September 2010 will progress at least 4 Benchmark Reading Levels by June 2011. Students performing from Level I through Level N in September 2010 will progress at least 3 Benchmark Reading Levels by June 2011. Students performing from Level O through Level Z in September 2010 will progress at least 2 Benchmark Reading Levels by June 2011.

**Description:** An analysis of student progress through the TCRWP Benchmark reading levels from November 2009 indicates that 29.69% of students K-5 scored at a level 1 in reading. As of June 2010, 15.02% of students K-5 scored at a level 1 in reading. This indicates a 50% decrease in level 1's over the school year. Student data is tracked through the use of The Assessment Pro tool. Assessment Pro is used for data input and to create action plans, revise and review plans. The necessary fiscal resources required to implement this goal are through Fair Student Funding, Title 1 and SWP. The human resources required to implement this goal are the classroom teachers, Academic Intervention Services, Administration, and Data Specialists. The AIS staff works in collaboration with classroom teachers on a rotating basis to plan individual student action plans based on data and evaluate the effectiveness of the ongoing plan. The AIS staff and classroom teachers also revise and review plans based on incoming assessments.

**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):** Raising Achievement Levels of Students with Disabilities

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Annual Goal 1:</b> By June 2011, students with disabilities will progress as follows: Students who are reading at a benchmark Level 1 in September 2010, as measured by the Teachers College Reading and Writing Program (TCRWP) benchmarks for Independent Reading Levels, must be reading at a Level 2 or higher by June 2011. Students who are reading at a benchmark Level 2 in September 2010 must move up to a benchmark Level 3 by June 2011.</p> <p><b>Description:</b> According to TCRWP running records, special education students have made significant progress in reading. According to Assessment Pro, 55.03% of Special Education students scored at a level one in November 2009. As of May 2010, 28.21% of Special Education students scored at a level one. This data indicates a significant decrease in level ones.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will examine individual student IEPs in order to adapt the TCRWP curriculum to conform to expectations for student progress set forth within each IEP. Teachers will then work with students and their families to establish reading goals for each child, tailored to his or her IEP and taking into account appropriate reading behaviors and achievements for students reading on a particular level (established by TCRWP).</li> <li>• Students will read on level 20 minutes per day. Students will be evaluated using running records with a focus on the aspects of reading with which they need help (meaning, visual, syntax).</li> <li>• Teachers will use guided reading, shared reading and strategy groups to help move Students to the next level.</li> <li>• Trained “Wilson” instructors will work with students with disabilities to meet goals as stated in individual IEP’s.</li> <li>• During zero period, classroom teachers analyze results of ongoing assessments in order to differentiate instruction in order to meet the individual needs of the students.</li> <li>• Level 1 students receive intensive intervention services for a minimum of three periods a day by the classroom teacher, the AIS staff and zero period teacher.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• SETSS teachers, classroom teachers, and AIS teachers will provide intervention services in order to align instruction according to individual IEPs in both ELA and Math.</li> <li>• Professional Development provided by TC staff developer and LSO personnel and grade coaches will target needs of students with disabilities by providing strategies consistent with their individual needs.</li> <li>• Please see page 4, CEP Appendix 8: Contracts for Excellence, in order to review allocations.</li> <li>• The necessary fiscal resources required to implement this goal are through Fair Student Funding, Contracts for Excellence and CTT funding. The human resources required to implement this goal are the classroom teachers, Academic Intervention Services, Administration, Data Specialists, SETTS teacher and speech teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student reading logs will reflect that students have read on their level 20 minutes per day.</li> <li>• Student reading levels will be assessed using running records, and results charted, four times per year. Progress will be analyzed in relation to student goals and, if necessary, modified.</li> <li>• Student progress will be measured as follows: Students who are reading at a Level 1 in September 2010, as measured by the TCRWP benchmarks for Independent Reading Levels, must be reading at a Level 2 or higher by June 2010. Students who are reading at a Level 2 in September 2010 must move up at least 3 benchmark letters by June 2010. As of September 2010, the Teacher's College Reading Writing Project Benchmark Reading levels and Marking Period Assessments were revised. Students will be assessed formally four times a year. AIS staff will conduct ongoing assessments using the Wilson program.</li> </ul>

**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):** Homework

<p><b>Annual Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Annual Goal 2:</b> By June 2011, 100% of K-5 students’ homework will include content area material in Social Studies and Science in order to increase rigor.</p> <p><b>Description:</b> Students will receive Science and Social Studies homework to increase rigor. Science and Social Studies homework will connect to state assessments. Teachers will send notes home to use as a study guide. Movement will be measured on teacher made tests including unit vocabulary and teacher homework logs.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Homework assignments are based on units of study created from New York state standards and scope and sequence.</li> <li>• Teachers will use unit goals in order to create study guides incorporating vocabulary.</li> <li>• In Grade 5, previous year’s state test scores are available in Science and will be used to determine target areas of instruction.</li> <li>• In preparation for the state Social Studies exam in November, students will be given homework packets designed to reinforce the strategies necessary in order to make proficiency on the state exam.</li> <li>• In Grade 4, homework packets are designed to reinforce skills necessary to pass the Science state exam given in May (performance and multiple choice).</li> <li>• In grades K-5, homework is designed to reinforce skills from the social studies units of study. Packets will be created based on pre and post assessment tests in order to address goals for each unit.</li> <li>• Teachers will log homework completed on a scheduled weekly basis.</li> <li>• Parents will review and sign homework daily.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Each grade will create homework packets during weekly common planning time.</li> <li>• The necessary fiscal resources required to implement this goal are through Fair Student Funding, Title 1 and SWP. The human resources required to implement this goal are the classroom teachers, Academic Intervention Services, Administration, Data Specialists, and the Science Coordinator.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By June 2011, 100% of all students will complete homework assignments for each unit and topic.</li> <li>• Grading homework and monitoring of homework logs by teachers, coaches and administration.</li> <li>• Coach and administrators may meet with each teacher and cluster teacher on a scheduled basis to discuss ways to differentiate homework in order to meet the individual students' needs.</li> <li>• The teacher will differentiate homework as needed to meet individual student needs and goals in Science and Social Studies.</li> <li>• Parents will review and sign homework daily.</li> </ul>

**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):** Math Collaborative Inquiry

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Annual Goal 3:</b> By June 2011, 100% of teachers will participate in collaborative inquiry cycles focused on math in order to improve student achievement.</p> <p><b>Description:</b> Based on formative and summative assessments, teachers will work collaboratively to identify and analyze math learning goals, develop instructional strategies to support targeted students, create common assessments, and review data with collaborative inquiry teams. They will use protocols to analyze and assess effective strategies and share with the school community.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will give students pre-assessments, quizzes and post-assessments designed to track student progress throughout every unit and topic.</li> <li>• Teachers will work collaboratively to analyze student data, in regard to individual students, to choose a power standard to address with targeted students.</li> <li>• Targeted students will receive small group instruction based on the results of the pretest and quizzes according to their area(s) of need.</li> <li>• The inquiry team will design lessons and implement new strategies to address the needs of targeted students.</li> <li>• The inquiry team will review and analyze student work using protocols to assess effectiveness of strategies and share with the school community.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Professional Development at PLT's</li> <li>• Collaborative Inquiry Team Meetings</li> <li>• The necessary fiscal resources required to implement this goal are through Fair Student Funding, Title 1 and SWP. The human resources required to implement this goal are the classroom teachers, Academic Intervention Services, Administration, and Data Specialists.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- By June 2011, 75% of all students will make at least 50% progress from the pre-assessment for each unit and topic to the post-assessment for that unit and topic.
- Formal and Informal observations by administration and coaches.
- Monitoring of pre and post assessments by coaches and administration.
- Each coach and administrator will meet with each math collaborative inquiry team on a scheduled basis in order to review pre and post test data and to discuss remediation for those areas that individual children show challenges. The coach, administrator and teacher will decide an effective course of action in order to move the students to mastery of the material being tested.

**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):** Differentiation in Mathematics

<p><b>Annual Goal 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Annual Goal 4:</b> By June 2011, 75% of students from K-5 will master each topic within the current unit of study. The 25% of students who do not master each topic, their needs will be met through intervention and differentiated small group instruction.</p> <p><b>Description:</b> Analysis of Everyday Math unit examinations reveals that students are unable to achieve proficiency in, or have not increased their scores in, certain core mathematics areas particular to each student (Numbers and Numeration; Operations and Computation; Data and Chance; Measurement and Reference Frames; Geometry; and Patterns, Functions, and Algebra). In order to remediate these deficiencies in our Math program, we have implemented a balanced math curriculum. The format of instruction will be whole group, small group, whole group, with emphasis on intervention and differentiation. We have designed a program that will realign Everyday Math to the new core standards to insure academic rigor. The third grade is piloting a new program developed by Pearson education called “EnVision Math.” This program is aligned to the 2011 core standards and provides structure and mastery of material not evident in EDM.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will give students pre-assessments, quizzes and post-assessments designed to track student progress throughout every unit and topic. Teachers will then analyze areas of student need with regard to individual students, noting gender- and ethnicity-based patterns.</li> <li>• Students will receive small group instruction based on the results of the pretest and quizzes.</li> <li>• Math games will to be used to reinforce and strengthen mathematical concepts based on unit assessments.</li> <li>• The core standards will promote academic rigor by raising expectations for students achievement.</li> <li>• During zero period, classroom teachers analyze results of ongoing assessments in order to differentiate instruction in order to meet the individual needs of the students.</li> <li>• Level 1 students receive intensive intervention services for a minimum of three periods a day by the classroom teacher, the AIS staff and zero period teacher.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Professional Development at PLTs.</li> <li>• Data specialist will review and compile data.</li> <li>• Ongoing professional development for “EnVision Math” on the third grade pilot program.</li> <li>• Online access to all material in “EnVision Math” from grades K-5.</li> <li>• We have supplemented EDM with Pearson “EnVision Math” including games, which is already aligned to the 2011 core standards.</li> <li>• The necessary fiscal resources required to implement this goal are through Title 1 Funding. The human resources required to implement this goal are the classroom teachers, Academic Intervention Services, Administration, and Data Specialists.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By June 2011, 75% of all students will make at least 50% progress from the pre-assessment for each unit and topic to the post-assessment for that unit and topic.</li> <li>• Formal and Informal observations by administration and coaches.</li> <li>• Monitoring of pre and post assessments by coaches and administration.</li> <li>• Each coach and administrator will meet with each teacher on a scheduled basis in order to review pre and post test data and to discuss remediation for those areas that individual children show challenges. The coach, administrator and teacher will decide an effective course of action in order to move the students to mastery of the materials being tested.</li> </ul>

**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):** Progress In Reading

<p><b>Annual Goal 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Annual Goal 5:</b> Students performing at Benchmark Reading Levels B through H in September 2010 will progress at least 4 Benchmark Reading Levels by June 2011. Students performing from Level I through Level N in September 2010 will progress at least 3 Benchmark Reading Levels by June 2011. Students performing from Level O through Level Z in September 2010 will progress at least 2 Benchmark Reading Levels by June 2011.</p> <p><b>Description:</b> An analysis of student progress through the TCRWP Benchmark reading levels from November 2009 indicates that 29.69% of students K-5 scored at a level 1 in reading. As of June 2010, 15.02% of students K-5 scored at a level 1 in reading. This indicates a 50% decrease in level 1's over the school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Students will read on level text for 30 minutes per day.</li> <li>• Teachers will meet with students of same reading levels for the purpose of teaching a particular strategy or skill in guided reading; Also, Teachers will meet with students in strategy groups according to need across reading levels on daily, bi-weekly, or weekly basis, depending on the reading levels of the students. (For example, readers who are struggling most, and are reading below level will meet with the classroom teachers daily.)</li> <li>• Teachers will identify the area in which each student needs improvement (i.e., decoding, comprehension, etc) and will conference with individual students to give them strategies for improving in these areas.</li> <li>• Coaches will work with individual students to improve their progress through TCRWP Benchmark reading levels.</li> <li>• Pending funding, we will continue a biweekly after-school program for students in Grades 3,4, and 5 to assist the most challenged students based on their reading levels, rather than their grade levels.</li> </ul>

	<ul style="list-style-type: none"> <li>• During zero period, classroom teachers analyze results of ongoing assessments in order to differentiate instruction in order to meet the individual needs of the students.</li> <li>• Level 1 students receive intensive intervention services for a minimum of three periods a day by the classroom teacher, the AIS staff and zero period teacher.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Professional development is provided by Teachers College and CFN. CFN provides services on- and off-site on a monthly basis. Teachers College professional development is provided on-site monthly and off-site on a rotational basis.</li> <li>• Coaches provide professional development weekly during PLTs.</li> <li>• Monies have been budgeted for professional development through CFN and Teachers College.</li> <li>• Monies have been budgeted for new after-school programs. See CEP Appendix 8: Contracts for Excellence, p. 2.</li> <li>• The necessary fiscal resources required to implement this goal are through Fair Student Funding, Title 1 and SWP. The human resources required to implement this goal are the classroom teachers, Academic Intervention Services, Administration, and Data Specialists. The AIS staff works in collaboration with classroom teachers on a rotating basis to plan individual student action plans based on data and evaluate the effectiveness of the ongoing plan. The AIS staff and classroom teachers also revise and review plans based on incoming assessments.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students performing at Benchmark Reading Levels B through H in September 2010 will progress at least 4 Benchmark Reading Levels by June 2011. Students performing from Level I through Level N in September 2010 will progress at least 3 Benchmark Reading Levels by June 2011. Students performing from Level O through Level Z in September 2010 will progress at least 2 Benchmark Reading Levels by June 2011.</li> <li>• Student progress will be monitored through TCRWP Assessment Pro 4 times per year by data specialist and administration.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	10	N/A	N/A	4	4	0	4
1	29	10	N/A	N/A	4	0	0	4
2	46	22	N/A	N/A	4	0	0	4
3	32	26	N/A	N/A	7	0	0	6
4	36	16	20	20	9	0	0	8
5	34	28	19	21	2	0	0	8
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b>  <b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• AIS push-in using “Wilson”</li> <li>• AIS push-in</li> <li>• Specially designated time each morning for small group work</li> </ul> <p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• AIS push-in</li> <li>• AIS push-in using “Foundations”</li> </ul> <p>Specially designated time each morning for small group work</p>	<ul style="list-style-type: none"> <li>• <b>Tier I (one 30-minute period three or four times per week, based on need): ESL as mandated by CR Part 154</b></li> <li>• <b>Tier II (five 45-minute periods per week): SETSS as mandated by IEPs</b></li> <li>• <b>Tier I (five 45-minute periods per week): At-risk SETSS</b></li> <li>• <b>Tier I (one 30-minute period four times per week): AIS staff works with students who are at risk. Focus is based on individual student needs. Groups are services through push-in model during literacy block.</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Grades K-2 students were identified through T.C. Assessment (Running Records, “Words Their Way” Spelling Inventory and high frequency word lists.)</b></li> <li>• <b>Tier I (one 30-minute period four times per week): AIS personnel in designated classrooms</b></li> <li>• <b>Tier II (five 45-minute periods per week): SETSS as mandated by IEPs</b></li> <li>• <b>Tier I (five 45-minute periods per week): At-risk SETSS</b></li> <li>• <b>Tier I (one 30-minute period three or four times per week, based on need): ESL as mandated by CR Part 154</b></li> </ul>
<p><b>Mathematics:</b>  <b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• AIS</li> <li>• AIS push-in</li> <li>• Specially designated time each morning for small group work</li> </ul> <p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• AIS push-in</li> <li>• Specially designated time each morning for small group work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tier I (one 30-minute period four times per week): Targeted AIS instruction for potential at-risk (levels 1 and 2) math students as identified by the mathematics placement test and mathematics inventory as well as previous years state scores.</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Tier I (one 30-minute period four times per week): Targeted AIS instruction for potential at-risk (levels 1 and 2) math students as identified by the mathematics placement test and mathematics inventory and previous year unit assessments.</b></li> </ul>

<b>Science:</b>	<ul style="list-style-type: none"> <li>• 1-2 times per week in designated classrooms</li> <li>• Small group lab work 1-2 times per week</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Instruction 2-3 times per week in designated classrooms</li> <li>• Social Studies materials used during Balanced Literacy Block Theme-based projects</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Conflict resolution, coping skills training, focusing strategies, team-building strategies, character-building strategies, self-esteem work, confidence-building</li> <li>• Bullying Prevention program</li> <li>• Anger management groups</li> <li>• Bereavement groups</li> <li>• Self-control groups</li> <li>• Self-Esteem groups</li> <li>• Character training groups</li> <li>• Puberty groups</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	Services as mandated by 504 forms and as needed on emergency basis

**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.

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**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: 139 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 3 Other Staff (Specify) Classroom teachers, SETSS teacher, Guidance counselors, Speech Teacher and Academic Intervention Services teachers.

**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.

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PS 41 has implemented a freestanding ESL program in Grades K-5 to service English Language Learners. The language of instruction is English. Currently, we have 139 ELLs in grades K-5. Our school has implemented a Collaborative Team Teaching (CTT) approach to provide services for the ELL population. Two/three classes per grade service ELL students in addition to monolingual students. Twenty students receive ESL instruction as per their IEP mandates. One of the ESL teachers services students in grades K-2, and the other ESL teacher provides services for students in grades 3-5. The ESL teachers (2) push in to those classrooms to provide direct instruction to the ELL students with the classroom teacher using a push-in model. All ESL students are served according to their level of English proficiency based on scores from the NYC LAB-R test or NYSESLAT exam.

The ESL teachers incorporate specific strategies for ELLs using the Teachers College Model for Reading and Writing instruction in English Language Arts. Activities include read-alouds, shared/interactive reading/writing, word work, guided reading/writing and independent reading/writing. Supplementary activities also include "Foundations" and "Words Their Way". Research indicates that ELLs can achieve optimal success using this model and incorporating these strategies and activities.

In addition, 70 ELL students, including all 20 Special Education students receiving ESL services, will participate in an individualized computer based program. Imagine Learning is designed to strengthen and support all modalities of literacy and language acquisition. Title III funds were purchase these software licenses. The licenses allow ESL students to access the individualized program on a daily basis for a period of one year.

Beginning February 2011 a morning and afterschool ESL support program will be implemented to provide ESL students in grades 3-5 with additional reading/mathematics intervention. The students chosen will meet with a certified ESL teacher three times weekly for the duration of the program. The students will be selected based on several informal/formal assessments for example, Running Records (Fountas and Pinell), ELA/Math simulation exams, NYC Acuity Assessments, Classroom/ESL teacher recommendation. The focus of both morning and afternoon sessions will be reinforcement of reading/math strategies utilizing ESL methodology. In addition, this program will focus on specific test taking strategies for example, listening skills, problem solving, test language, etc.

Materials that will be used consist of varied leveled guided reading books from Houghton Mifflin and/or Rigby Into English series, supplemental materials will be downloaded and used from the Imagine Learning program, Into English big books will be used for shared reading activities as well as Words Their Way to support word study. Math manipulatives will be used to reinforce concepts through hands-on learning. Test preparation strategies will be reinforced via the NEW YORK Ready Instruction (Curriculum Press) in both reading and mathematics.

A Saturday ESL Academy has been implemented for ELL parents and students at the beginning level of English language proficiency. Fifty-two students and their parents attend each session from 9:00 am – 12:00 pm. The program focuses on strengthening listening and speaking skills through modeling and repetition of basic language patterns via rhymes, chants, songs, etc. Materials will be provided through Title III funds. Materials include picture word cards to increase vocabulary, flip charts of Nursery Rhymes, Alphabet Songs, and other songs. Audio-visual materials are used in the program to increase listening skills. Books on tapes and cd are implemented daily.

PS 41 has also implemented a parent ESL class. The class meets with a certified ESL teacher twice weekly for a period of 90 minutes. Childcare is provided and refreshments are served. The focus of this class is basic interpersonal communication skills. Materials used are reproducible materials from varied sources. Into English Big Books are also used for shared reading and discussion. Basic picture vocabulary cards are used to enhance language acquisition.

A school supervisor is present as acting supervisor for each Title III program. Supervisors are present to ensure the safety of all persons involved in each program. Supervisors oversee program management and implementation of curriculum according to Title III guidelines.

The ESL Child Study team meets regularly to discuss progress of individual students. The team consists of ESL teachers and classroom teachers. The team targets several students whose progress is being monitored. These students are at-risk level 1 ESL students. In addition, ESL teachers meet weekly with the AIS support staff to discuss strategies for effective teaching practices for our ELL population.

Title III funds are used for class trips for ESL students. Trips are planned based on the needs of ESL students to provide varied experiences.

Several ESL students in grades 3-5 require translation services for NYS exams. The exams being translated are for lower incidence languages.

Title III funds have been used to purchase supplementary material to support newcomers as well as level 1 ELL students. Audio-visual materials, computer software, games, picture libraries, big books, etc. have been purchased and distributed to classroom/ESL teachers servicing ELL students.

**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.

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Teachers and other staff responsible for the delivery of instruction and services to limited English proficient are involved in a professional development at PS 41. ESL teachers and classroom teachers articulate with the data specialists to discuss progress of ESL students on an on going basis. After analyzing data professional development activities are planned based on needs of students and teachers. In addition to on-site professional development teachers attend workshops at Teachers College on a regular basis. These reading/writing workshops incorporate specific strategies to support instruction of limited English proficient students.

After analyzing a needs assessment survey provided by classroom teachers who service ELLs the following on site staff development topics will be addressed:

- |  |             |
|--|-------------|
| ❖ Strengthening Oral Language Development in Grades K-2                  | Fall 2010   |
| ❖ Working With Newcomers   | Fall 2010   |
| ❖ Integrating Vocabulary Development and Word Study into all lessons K-5 | Winter 2011 |
| ❖ Strategies to develop writing skills in Grades K-5                     | Winter 2011 |
| ❖ NYSESLAT – Test format   | Spring 2011 |
| ❖ Getting ready for the NYSESLAT   | Spring 2011 |
| ❖ ESL Child Study Team   | On-going    |

All staff development workshops will incorporate NYS learning standards and will focus on strategies to specifically differentiate instruction and meet the needs of limited English proficient students.

Imagine Learning Staff Development: The focus of this training will be using data from reports generated for each child using Imagine Learning.  
Nov. 2010

**Section III. Title III Budget**

School: PS 41 BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$3,100.00  \$3,920.00 \$500.00 \$1,100.00	<ul style="list-style-type: none"> <li>• <b>ESL Afterschool/Morning program (ELA, Math and NYSESLAT)</b></li> <li>• <b>Saturday Academy for Newcomers</b></li> <li>• <b>Parent ESL class</b></li> <li>• <b>Professional development study groups/workshops</b></li> </ul>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$2,000.00  \$350.00	<ul style="list-style-type: none"> <li>• <b>Professional development for Imagine Learning English Language Literacy Program provided by a consultant</b></li> <li>• <b>Translation Services</b></li> </ul>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2, 550.00  \$5,000.00 \$500.00 \$300.00	<ul style="list-style-type: none"> <li>• <b>Manipulatives , picture libraries, big books and games to strengthen language acquisition</b></li> <li>• <b>Imagine Learning individual student licenses</b></li> <li>• <b>Adult education materials for parent workshops</b></li> <li>• <b>Refreshment for parent workshops and ESL class</b></li> </ul>
<b>Educational Software (Object Code 199)</b>	\$200.00	<ul style="list-style-type: none"> <li>• <b>Educational software to support content area learning</b></li> </ul>
<b>Travel</b>		
<b>Other</b>	\$200.00	<ul style="list-style-type: none"> <li>• <b>Class trips that will support integrated ESL/Content Area instruction</b></li> </ul>
<b>TOTAL</b>	\$ 19, 620.00	

**Section III. Title III Budget**

School:     P.S. 41     BEDS Code:   321100010041  

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$2,700.00  \$900.00  \$3,099.00	❖ ESL After School/Morning Program (ELA, Math, and NYSESLAT) ❖ Professional Development Study Groups/Workshops ❖ Parent ESL class
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$1,500.00	❖ Professional Development for Imagine Learning English Language Literacy program
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$300.00 \$400.00 \$5,200.00 \$375.00 \$300.00 \$400.00	❖ Educational Software to support content area learning ❖ Manipulatives and Games to strengthen language acquisition ❖ Imagine Learning English Language Literacy program licenses ❖ Adult education materials for ongoing parent workshops ❖ Refreshments for parent workshops ❖ Refreshments for parent ESL class
<b>Educational Software (Object Code 199)</b>	N/A	
<b>Travel</b>	N/A	
<b>Other</b>	\$700.00	Class trips that will support integrated ESL/ Content Area Instruction
<b>TOTAL</b>	\$15874.00	

### 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**

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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.

PS 41 has undertaken several steps in order to ensure that all parents are provided with appropriate and timely information in a language they can understand. First, the Home Language Identification Surveys (HLIS) were reviewed to identify which languages were read and written at home. This was done by the ESL teachers in conjunction with the school's bilingual (Spanish/English) Parent Coordinator. Next, an informal oral language survey was conducted by the ESL teachers with the students to clarify the language needs in the home. Finally, the classroom teachers discussed with the ESL teachers and the Parent Coordinator the language needs of the parents with whom they need to communicate. The language in which translation is needed is Spanish. Additionally, it was determined that for PPC and IEP meetings, oral interpretation services may need to be provided in Albanian, Chinese, French and Fulani.

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.

Through the process followed and discussed in question 1 above, PS 41 has determined that the language in which written translation and oral interpretation is needed is Spanish. All important documents (i.e., letters and other correspondence) will be translated into Spanish. This correspondence includes, but is not limited to: Title I and Title III letters for Extended Day, After School programs and activities and Saturday Academy, important and necessary letters to be sent home from school, handbooks and flyers for parent workshops, and letters that are sent home from the School Assessment Team to parents for IEP meetings.

These translated services will meet our identified needs so that our large non-English speaking population will be more involved in the day-to-day activities of our school. Non-English speaking families will be more aware of the workshops and services provided to the P.S. 41 school community. These services will provide non-English speaking parents with access to their children's educational options, help support parent-school accountability and broaden parents' capacities to improve their children's achievement. Additionally, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

## **Part B: Strategies and Activities**

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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.

We reviewed the Home Language Identification Surveys (HLIS) to identify what languages are spoken at home. We conducted an informal oral survey with the students to clarify the language needs in the home. Finally, the classroom teachers discussed with the ESL teachers and the school's bilingual (Spanish/English) parent coordinator the language needs of the parents with whom they need to communicate. The language in which translation and oral interpretation are needed is mainly Spanish. For PPC and IEP meetings there is also a need for oral interpretation in Albanian, French and Fulani. On site Spanish translation services will be provided by the ESL teachers, parent coordinator or other school staff. If the need for translation (Albanian, French or Fulani) services for PPC and IEP meetings should arise, then an outside vendor will be provided by the school.

The process described above will ensure the timely dissemination of translated documents to parents determined to be in need of language assistance services. In addition, parents will be able to support shared parent-school accountability, access information about their children's educational options and increase their capacities to improve their children's achievement. In addition, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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.

PS 41 will provide oral interpretation services for all Parent-Teacher Association meetings in Spanish. In addition, these services will be available for parent workshops and parent-teacher conferences. Oral interpretation in Spanish will also be available at School Assessment Team IEP meetings. These services will be provided in-house by school staff. If there is a need for oral interpretation services for PPC and IEP meetings in a language other than Spanish, specifically Chinese, Albanian, French or Fulani, an outside vendor will be contracted.

These oral interpretation services will meet our identified needs so that our non-English speaking parents will feel more comfortable to attend the workshops and meetings provided for the P.S. 41 school community. Non-English speaking families will be more cognizant of the workshops and services provided for the P.S. 41 school community. Our non-English speaking parents will have a better understanding of their children's educational options, will be more empowered to support shared parent- school accountability and will ultimately increase their capacity to improve their children's achievement. These services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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>.

PS 41 will provide Spanish translation and interpretation services for all important citywide and school-wide materials as well have an interpreter available in Spanish at parent meetings including ESL parental choice, parent workshops, and PTA meetings. These services will be provided in-house by school staff. If the need arises to provide interpretation services for PPC or IEP meetings in a language other than Spanish, specifically French, Albanian or Fulani, then an outside vendor will be contracted to provide these services.

If translations are not readily available, we will notify parents of other options regarding school documentation.

**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:	864,066		864,066
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,640		8,640
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	43,200	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### PARENTAL INVOLVEMENT POLICY

#### PART I – GENERAL EXPECTATIONS

Public School 41 agrees to implement the following statutory requirements:

The school will put into operation programs, activities, and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111 – State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practical, in a language parents understand.

The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

The school has distributed the Parent Involvement Policy to all Title I parents on Wednesday, September 8, 2010.

The school will carry out programs, activities, and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

That parents play an integral role in assisting their child's learning

That parents are encouraged to be actively involved in their child's education at school

That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

The carrying out of other activities, such as those described in Section 1118 – Parental Involvement of the ESEA

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. P.S. 41 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

Parent/Teacher monthly meetings where parents will be apprised of the Parental Involvement Plan and Parent Compact.

Annual Parent Needs Survey will lead to criteria for a School/Parent Compact

Disseminate to all parents a revised School-Parent Compact based on student and parent needs

Notification in home language to ensure equal representation (when feasible)

Monthly calendar notifying parents of school activities

2. P.S. 41 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

School Leadership Team (SLT) to be comprised of 50% community members and 50% staff members

Monthly and weekly, as needed, meetings of SLT.

Parent Teacher Association

Parent membership participation in C-30 process

Yearly need assessment survey

3. P.S. 41 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

P.S. 41 intends to implement creation of school library to make technology and parent resources available.

P.S. 41 has received a grant for a desktop and 4 laptops specifically for parent use.

Pending funding, workshops will be provided in computer use.

Technology workshops on use of Homeroom.com

4. P.S. 41 will coordinate and integrate Title I parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)

Ongoing links with community pre-school organizations

5. P.S. 41 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 school quality. 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 about 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- Annual Parent Survey to be completed independently or with assistance of Parent Coordinator.
  - Yearly needs assessment survey
  - Ongoing question and answer box with feedback from parent Coordinator
  - Open access to Parent Coordinator
6. P.S. 41 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the 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, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 

Ongoing parent workshops such as:

      - Ongoing workshops in Math, ELA. Content area subjects regarding New York State Standards, National Core Standards and student achievement criteria.
      - Strengthening of home/school connection with hands-on, take-home materials
      - Notification through Parent Coordinator of available Regional, city, and State workshops and opportunities for parents.
  - b. The 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: (List activities.)
    - Strengthening of home/school connection with hands-on, take home materials
    - Parents will be asked to review daily and sign all student homework.
    - Notification through Parent Coordinator of available Regional, City and State workshops and opportunities for foster parents.
    - Ongoing workshops in Math, ELA. Content area subjects regarding New York State Standards and student achievement criteria.
  - c. The school will, with the assistance of its parents, teachers, pupil services personnel, principal and other staff, reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
    - Ongoing communication with Parent Coordinator
    - Create a forum for parents to feel free to express their opinions on all issues concerning their children.
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
    - Ongoing communication with community pre-school agencies
    - Use of Parent Coordinator as liaison between community agencies and P.S. 41
    - Create a resource center within new library for community information
    - Kindergarten orientation

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
  - P.S. 41 will take actions to ensure that information related to the school and parent programs, workshops and other activities is sent to all parents on a timely basis and that the bi-lingual parents and parents of children with developmental difficulties receive such information in an understandable and uniform format to the extent practical
    - The school will provide as practical workshops in parent’s home language to involve a greater number of families
    - Sensitivity workshops on dealing with parents and children and pertinent issues
    - Open access to Parent Coordinator
    - Suggestion box

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team and Parent-Teacher Association officers. This policy was adopted by the P.S. 41 on May 25, 2006 and is currently in effect. The school will distribute this policy to all parents of participating Title I, Part A children.

**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.

**Sample Template for School-Parent Compact:**

P.S. 41 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards. This school-parent compact is in effect during the 2007-08 school year.

**Required School-Parent Compact Provisions**

School Responsibilities

P.S. 41 will:

1. 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
  - Provide AIS services for at risk students
  - Provide ELL services for mandated students
  - Provide at risk SETSS and all mandated services
  - Push-in, pull-out programs in designated intervention center with remedial and intervention toolkit to differentiate instruction
  - At risk counseling
  - Ongoing Child Study Team meetings to meet needs of all students
  - Follow POEM model for all curriculum content subject areas with additional support from AIS, ELL, SETSS, Literacy Coach, Math Staff developer to differentiate instruction
  - Ongoing assessments and reviews to drive instruction
  - Ongoing conversations with parents to identify needs of children
2. 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: [Describe when the parent-teacher conferences will be held.]
  - Conference held annually at Back to School Night to inform parents of P.S. 41 regulations, requirements and to establish home/school connection and clear expectations of academic programs

- Conduct annual reviews for IEP students and hold conferences, as necessary to review  
Two times yearly Parent Teacher conferences in afternoon and evening
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]  
Report cards three times annually  
Parent Teacher conferences when needed  
Parent Teacher conferences as mandated by NYCDOE
  4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]  
Staff available during daily preparation time, by appointment  
Staff available during Parent Teacher conferences as mandated by NYCDOE
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]  
Parents may observe classroom, by appointment  
Parents may chaperone on class trips
  6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.  
Parent representation on School Leadership Team
  7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
  8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
  9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.  
Provide calendar to notify parents of upcoming events  
Provide notification and workshops in home language, where practical
  10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.  
Workshops to inform parents of standards, format of New York state exams in ELA, Math, Science, Social Studies, etc..
  11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
  12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. A letter is provided by Teachers College to inform and assist parents in suggestions to further their reading activities during the summer.  
Report cards submitted to parents
  13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed and signed.
- Monitoring amount of television their children watch.

- Volunteering in my child's classroom.
- 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 and communicating with the school by promptly reading all notices from the school or the school district either 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 School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Optional Additional Provisions**

#### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

\_\_\_\_\_

## 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.  
English Language Arts (2009-2010 Progress Report)

Due to current circumstances, the 2009-2010 Comprehensive Information Report portion of the Report Card is unavailable to us. Thus, the percentages stated here reflect the 2009-2010 Progress Report. In 2009-2010, the percentage of students at proficiency level 3 or 4 is 43.7% which has decreased 23% from a 66.7% in 2008-2009.

Mathematics (2009-2010 Progress Report)

Due to current circumstances, the 2009-2010 Comprehensive Information Report portion of the Report Card is unavailable to us.. Thus, the percentages stated here reflect the 2009-2010 Progress Report. In 2009-2010, the percentage of students at proficiency level 3 or 4 in Mathematics is 61.7% which has decreased 25.5% from a 87.2% in 2008-2009.

Science (2008-2009 Report Card)

- 83% of students in Grade 4 scored at or above Level 3



From  
your  
own

**A**

**What does this grade mean?**

Schools are assigned letter grades based on their overall Progress Report score. Schools that get an A and its six eligible for awards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

**How did this school perform?**

• This school's overall score for 2008-09 is 101.8  
• This score places the School in the 87 percentile of all elementary schools Citywide... 87 percent of State schools scored lower than this school.

**This Progress Report is for:**

SCHOOL: P.S. 041 Sun Hill Road (10041)  
SCHOOL TYPE: ELEMENTARY  
SCHOOL LEVEL: K-5

Table with 3 columns: Category, Calculated Score, Category Grade. Rows include School Environment (11.1 out of 15, A), Student Performance (28.8 out of 25, A), Student Progress (60.0 out of 60, A), Additional Credit (10.0 (15 max), A), Overall Score (101.8 out of 100, A).

**New scores translatable to grades:**

- Schools receive letter grades based on their overall score
- Schools with an overall score between 85.0-100 receive a letter grade of A
- 87% of schools earned an A in 2008-09

**Secondary Table - Overall Grades**

Table with 3 columns: Grade, Score Range, City Percentage. Rows: A (85.0-100, 87.0% of schools), B (65.0-84.9, 10.0% of schools), C (45.0-64.9, 1.4% of schools), D (25.0-44.9, 0.2% of schools), F (0-24.9, 0.2% of schools)

**In This Report:**

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) reveals success in meeting all students' unique, especially children with the greatest needs. The Progress Report measures four areas:

**School Environment** - uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

**Student Performance** - measures student skill levels in English Language Arts and Math.

**Student Progress** - measures year-over-year improvement from last year to this year in English Language Arts and Math.

**Closing the Achievement Gap** - gives schools additional credit for exemplary gains among high-need students.

The next page provides specific information about how the school performed in each of these areas.

**Quality Review Score**

This school's 2007-08 Quality Review score is: **Excellent**. To see this school's Quality Review report, find the school's Web site at <http://schools.nyc.gov>, click "Website" and scroll down to Quality Review Report.

**State Accountability Status**

Based on its 2008-09 performance, this school is: **State Standard Exceeded**. This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

**Additional Information**

**Closing the Achievement Gap**

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.25 to 3.75 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Table with 2 columns: Exemplary Proficiency Gains, Student Group. Rows show percentages for English Language Arts and Mathematics across various student groups.

(1) Includes less than 10 students in the category

**Peer Schools**

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population that like this school's population. Each school has up to 40 peer schools.

For Elementary and K-6 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for P.S. 041 Sun Hill Road are:

Table with 3 columns: DBN, School Name, DBN, School Name. Lists 40 peer schools for P.S. 041 Sun Hill Road.

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/psarc/041/0410041reports/ProgressReports/> or send us an email at [pr\\_inquiry@schools.nyc.gov](mailto:pr_inquiry@schools.nyc.gov)

## Results by Category

SCHOOL: P. S. 561 Que Pasa Road  
PRINCIPAL: Mike Tabor

**HOW TO INTERPRET THIS CHART**  
 A school is evaluated by setting goals for its score in each category (see cover) along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.  
 If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the bottom of the range, the bar will be unshaded. If a school performs in the middle of the range, half the bar will be shaded.

**Attendance**

**Example**

In the example, the school's attendance is 97%. This is 97% of the way from the lowest attendance at any school (0%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools in the City. Peer scores would have been as much as City scores. Peer and City ranges are based on the outcomes of schools from 2003-05.

### School Environment

Comprises 18% of the Overall Score

Item	Your School's Score	Your School Relative to Peer Horizons	Your School Relative to City Horizons	Number of students
<b>A</b> This Year's Score: 11.1 out of 15				
<b>Survey Scores (10 points)</b>				
Academic Expectations	8.4	88.0%	80.0%	617
Communication	8.1	100.0%	82.0%	617
Engagement	7.8	83.0%	75.0%	617
Safety and Respect	8.2	71.0%	86.0%	617
Absenteeism (2 points)	0.7%	83.0%	86.1%	617

### Student Performance

Comprises 28% of the Overall Score

Item	Your School's Score	Your School Relative to Peer Horizons	Your School Relative to City Horizons	Number of students
<b>A</b> This Year's Score: 20 out of 25				
<b>English Language Arts</b>				
Percentage of Students at Proficiency (Level 3 or 4)	86.7%	87.0%	86.8%	617
Mean Student Proficiency (1-50 & 50)	3.13	77.0%	83.0%	617
<b>Mathematics</b>				
Percentage of Students at Proficiency (Level 3 or 4)	87.0%	89.0%	73.0%	618
Mean Student Proficiency (1-50 & 50)	3.83	86.1%	81.8%	618

### Student Progress

Comprises 80% of the Overall Score

Item	Your School's Score	Your School Relative to Peer Horizons	Your School Relative to City Horizons	Number of students
<b>A</b> This Year's Score: 80 out of 90				
<b>English Language Arts</b>				
Percentage of Students Making at Least 1 Year of Progress	80.0%	81.0%	80.0%	618
Percentage of Students in Schools Labeled "3" Students Making at Least 1 Year of Progress	83.0%	86.7%	86.0%	80
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.81	170.0%	150.0%	188
Average Change in Student Proficiency for Level 3 and Level 4 Students	0.00	88.0%	75.0%	231
<b>Mathematics</b>				
Percentage of Students Making at Least 1 Year of Progress	75.7%	113.1%	82.8%	620
Percentage of Students in Schools Labeled "3" Students Making at Least 1 Year of Progress	82.0%	108.8%	107.8%	83
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.70	187.1%	150.0%	78
Average Change in Student Proficiency for Level 3 and Level 4 Students	0.12	119.0%	87.1%	380

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.
  
3. Instruction by highly qualified staff.
  - 100% of our core classes are taught by “ highly qualified” teachers at PS 41
  - 100% of our teaching staff are fully licensed and permanently assigned to this school.
  - 64.7% of our teaching staff have taught more than 2 years in this school.
  - 48.5% of our teaching staff have 5 years or more experience teaching
  - 71% of our teaching staff have Master’s Degrees or higher
  
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.
  - Sixty-five [65] teachers will be trained to develop engaging lessons to increase students’ interest during the 25 days that the two Teachers College staff developers conduct lab sites in the building. In addition, 40 teachers will attend at least one of the 50 Teachers College Calendar Days and / or attend turn key sessions during Professional Learning Team meetings.
  - Principal and Assistant Principals attend monthly workshops at Teachers College.
  - On site workshops are offered to parents to inform and provide strategies to insure optimal academic success for their children.
  - Weekly Professional Learning Team meetings in all academic areas provide teachers with ongoing strategies to inform and enhance their instructional techniques.
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - Principal attends job fairs in order to screen potential applicants.
  - On site interviews and demonstration lessons are an integral part of the selection process.

6. Strategies to increase parental involvement through means such as family literacy services.
  - On site parent coordinator serves as liaison between parent and school community.
  - Parent Coordinator organizes parent workshops in literacy, math, ESL, and community focuses [child abuse, fitness etc.]
  - School-wide celebrations and activities for home and school community (Family Night, Harmony Festival, etc).
  
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.
  - Parent Orientation for incoming Kindergarten students is held each Spring.
  - Materials are distributed to parents to help them help their children during the summer months to prepare them for entry into Kindergarten.
  - Special Education preschoolers are screened to ensure proper placement in the Kindergarten Special Education Program.
  
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.
  - During Professional Learning Team meetings classroom teachers are informed regarding the assessment programs to be utilized in all academic areas.
  - During zero period, classroom teachers analyze results of ongoing assessments in order to differentiate instruction in order to meet the individual needs of the students.
  
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.
  - Based on the results of ongoing assessments the level 1 students are identified and programs are implemented in order to remediate based on individual need.
  - Small group and/or individual instruction is provided using either push-in or pull-out model.
  - Level 1 students receive intensive intervention services for a minimum of three periods a day by the classroom teacher, the AIS staff and zero period teacher.

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.

- Local Firefighters and Police provide workshops on violence prevention programs and safety.
  - Medical student provides nutrition and fitness workshop after school for interested students in Grades 3, 4 and 5.
- Implementation of year long Bullying Prevention workshops for all staff.

## **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" 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 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	✓			\$849,520	✓	Pages 27, 56-69
Title I, Part A (ARRA)	Federal	✓			\$333,010	✓	Pages 27, 56-69
Title II, Part A	Federal	✓			\$301,656	✓	Page 16
Title III, Part A	Federal	✓			\$15874.00	✓	Page 52
Title IV	Federal				TBD		
IDEA	Federal	✓			\$140,060	✓	Page 16
Tax Levy	Local	✓			\$4,768,309	✓	All

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
  - AIS (push-in, pull out); page 28
  - Collaborative Inquiry Team (Math); page 20
  - Small group instruction; strategy group (differentiated instruction); pages 22-25
  - Homework (content-area); page 18
  - Pilot math program grade 3 (aligned to 2011 national and state core standards) pages 22-23
  - Teachers College Reading and Writing Project Program; pages 24-25
  - ELL services (ELL classroom, push-in; pull-out) pages 31-51
  - SETSS pages 16-17
2. Ensure that planning for students served under this program is incorporated into existing school planning.

P.S. 41 is using Teachers College Reading and Writing Curriculum (K-5). Teachers follow the monthly calendar and assess students using a reading and writing continuum. The continuum includes performance indicators and strategies to be taught in order to meet State Standards. These curriculum maps address specific skills to be mastered, strategies to be utilized, and student outcomes to be attained. Teachers College Reading and Writing Workshop puts a particular emphasis on assessment-based instruction. In each unit, the teacher needs to determine the specific reading skills he or she has decided to highlight, and then design instruction that moves students along a developmental trajectory within that skill.

Ongoing assessment in Reading includes determination of a reader's "just right" book level by taking monthly running records using leveled readers, evaluating individual daily reading logs, and holding reading conferences. Formal TC assessments are done on a quarterly basis (running records, spelling inventory, sight word recognition, letter and sound identification). Another window into students' reading abilities is the spelling inventory designed by Donald Bear ("*Words Their Way*"). This spelling inventory indicates students' mastery of spelling features (such as beginning and ending consonants, long and short vowels, and a variety of suffixes.) The spelling inventory reveals a child's developmental level for graphophonics and also suggests the level of text at which a student will be successful as a reader.

Teachers College Reading and Writing Workshop is structured according to Balanced Literacy. This model provides the opportunity for teachers to differentiate instruction and meet individual student needs.

In order to determine whether P.S. 41 has aligned its vocabulary instruction to New York State Standards and National Core Standards, we have provided our students with a significant amount of independent reading time during the school day. Research is clear; if children read a diverse range of books (topic and genre), they will encounter a range of words. During individual conferences, the teacher can determine how students use specific strategies to figure out the meanings of unfamiliar words in the text. P.S. 41 has provided adequate materials to meet

the needs of all learners, including English Language Learners (ELLs), students with disabilities, and struggling readers. We provide struggling readers with high interest, low reading level books in order to differentiate instruction and ensure a successful outcome.

New York State English Language Arts Learning Standards provide our teaching personnel with a continuum to follow and assure alignment to standards.

P.S. 41 uses the Teachers College Reading and Writing Workshop model. This model is assessment-driven and geared toward independent and differentiated instruction. Instruction follows a Balanced Literacy model. Teachers instruct students via a brief mini-lesson, followed by guided/independent/conference-based work and concluded with a class share out. All small group and independent work uses leveled reading materials. Teacher conferences with individual students constitute an integral part of the program. Assessment, which is ongoing, occurs during Guided reading and individual student conferences. Both formal and informal analyses provide a basis for differentiated instruction in reading. The use of rubrics provides a basis for the analysis of student work in writing.

Administrative and coach observations (both formal and informal), lesson plans, and use of mathematical pacing calendars will give ongoing insight into teaching practices. Strict adherence to Balanced Math model will ensure that instruction meets individual student needs. Frequent assessment (formative and summative) provides opportunities to monitor and revise instruction. Differentiated instruction during small group and independent work provide students with a chance to hone their skills and advance their knowledge through the use of directed strategies. Questioning techniques will be noted during administrative and coach observations. Sign-out sheets for computer use in mathematics are regularly monitored. Pending funding, monies will be provided for ordering mathematical computer games and materials.

Formal and informal assessments are administered on an on-going basis and data provided by these assessments is analyzed and disaggregated to all staff members responsible for providing instruction to our limited English proficient students. The data is disaggregated in a timely and educationally appropriate manner in order to more effectively inform instruction and better meet the needs of our ELLs.

The NYSESLAT is administered yearly to all limited English proficient students. Scores are reported to all staff involved in the education of our ELLs in a timely manner. The timely manner in which scores are disseminated provides staff members with sufficient time to use the data to best inform instruction and better meet the needs of our limited English proficient students.

P.S. 41 provides training via the IEP teacher to provide professional development for special and general education teachers regarding students with IEPs in their classrooms. The IEP teacher works in conjunction with the Assistant Principal to implement compliance issues regarding IEP students. Teachers meet in Professional Learning Teams to discuss how to best meet educational and emotional goals of students with disabilities. Curriculum is differentiated for all students based on IEP and data and instruction is adjusted accordingly. All students are instructed on their grade level curriculum based on New York State Learning Standards and National Core Standards which is modified to meet their needs. All IEPs are accessible to all teachers involved in their instruction.

All staff involved in the instruction of students with IEPs have access/and or have copies of students' IEPs and are aware of each students' testing and instructional modifications, goals and objectives, as well as promotional criteria included in their IEPs. Goals are based on grade specific performance indicators, as well as New York State Standards and National Core Standards for each grade. IEPs include behavioral plans, including behavioral goals and objectives were necessary for students' educational and/or emotional progress.

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;
    - **Refer to pages 14-25; Section V: Annual School Goals**
4. Coordinate with and support the regular educational program;
  - **Refer to pages 14-25; Section V: Annual School Goals**
  - **Refer to page 27-29; Academic Intervention Services (AIS) Summary Form**
  - **Refer to pages 30-68; Program Delivery for English Language Learners (ELLs)**
5. Provide instruction by highly qualified teachers;
  - **Refer to page 8; Demographics**
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  - **Refer to pages 67-69; School Wide Reform Strategies**
7. Provide strategies to increase parental involvement; and
  - **Refer to pages 61-63; School-Parent Compact**
8. Coordinate and integrate Federal, State and local services and programs.
  - **Refer to page 70; Section II: “Conceptual” Consolidation of Funds in a Title I School wide Program (SWP)**

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

**NOT APPLICABLE**

*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:** \_\_\_\_\_ **SURR<sup>1</sup> 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.

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

**NOT APPLICABLE**

*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.

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

## **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>

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### **Part A: FOR TITLE I SCHOOLS**

1. P.S. 41 has 22 Students in Temporary Housing who are currently attending your school. (Please note that the current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. The services we are planning to provide to the STH population is attendance outreach, parent meetings, and hosting breakfast for these families.

### **Part B: FOR NON-TITLE I SCHOOLS**

**NOT APPLICABLE**

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

**NOT REQUIRED**

*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**

<b>School Name:</b>	P.S. 041 Gun Hill Road					
<b>District:</b>	11	<b>DBN:</b>	11X041	<b>School</b>		321100010041

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.9	91.7	92.2
Kindergarten	114	125	131				
Grade 1	168	140	144	<b>Student Stability - % of Enrollment:</b>			
Grade 2	147	171	157	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	165	150	155		87.7	88.2	90.3
Grade 4	134	165	163				
Grade 5	152	139	162	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		85.1	92.9	92.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		23	37	38
Grade 12	0	0	0				
Ungraded	1	3	1	<b>Recent Immigrants - Total Number:</b>			
Total	881	893	913	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	5	7

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	57	55	59	Principal Suspensions	39	26	6
# in Collaborative Team Teaching (CTT) Classes	39	51	41	Superintendent Suspensions	24	16	12
Number all others	33	37	44				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	67	68	70
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	15	9
# receiving ESL services only	99	125	TBD				
# ELLs with IEPs	4	27	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	6

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	100.0	98.5
				% more than 2 years teaching in this school	61.2	64.7	78.6
				% more than 5 years teaching anywhere	44.8	48.5	52.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	71.0	84.3
American Indian or Alaska Native	0.8	0.7	0.4	% core classes taught by "highly qualified" teachers	100.0	100.0	98.5
Black or African American	61.1	58.3	56.3				
Hispanic or Latino	35.5	36.7	40.3				
Asian or Native Hawaiian/Other Pacific	1.0	1.3	1.1				
White	1.6	1.6	1.8				
<b>Male</b>	52.2	52.7	54.4				
<b>Female</b>	47.8	47.3	45.5				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	90.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	58.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	12.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>607</b>	District <b>11</b>	School Number <b>041</b>	School Name <b>PS 41 Gun Hill Road</b>
Principal <b>Erika Tobia</b>		Assistant Principal <b>Jean Lennon</b>	
Coach <b>AIS - Gloria Gurkin</b>		Coach <b>AIS- Debra Armus</b>	
Teacher/Subject Area <b>Joanne Calabrese/ESL</b>		Guidance Counselor <b>Greysi Guzman</b>	
Teacher/Subject Area <b>Lenore Nieves/ESL</b>		Parent <b>Nackeya Beazer</b>	
Teacher/Subject Area <b>Gina Mazzacane/ Data Coord.</b>		Parent Coordinator <b>Evelyn Collazo</b>	
Related Service Provider <b>Kai-ama Hamer</b>		Other <b>type here</b>	
Network Leader <b>Laura Rodriguez</b>		Other <b>type here</b>	

### 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	<b>3</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>917</b>	Total Number of ELLs	<b>139</b>	ELLs as Share of Total Student Population (%)	<b>15.16%</b>
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## Part II: ELL Identification Process

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

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

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

Parents of new entrants to the NYC Public School System are required to complete the Home Language Identification Survey (HLIS) during the registration process. The procedures PS 41 follows to identify our ELLs are initiated based on the responses to the HLIS and informal oral interview. Once the HLIS is completed and the parent identifies the home language as English, the student enters a general education program. If the parent indicates that the home language is other than English, the student must take the Language Assessment Battery-Revised (LAB-R). A student who scored below proficiency levels at either a Beginning, Intermediate or Advanced level is considered an English Language Learner according to the NYSED Regulations.

All of our ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the Spring. Students are assessed in the 4 modalities: Listening, Speaking, Reading and Writing. This assessment is used in order to measure students' progress in developing English language proficiency. The NYSESLAT determines if the students are eligible to continue receiving ESL services.

PS 41 adheres to NYSED requirements of placing ELL students in an appropriate program within 10 days of their enrollment. Therefore, parents are informed of their rights regarding program choices in a timely fashion. A parent workshop is conducted by the ESL teachers and the Bilingual Parent Coordinator at the beginning of the school year to inform parents about the 3 program choices offered by the NYC DOE. At the orientation, detailed information regarding parental options are discussed with the parents. A DVD further explaining and demonstrating program choices are viewed and discussed at the workshop. Translation services are provided on an as needed basis.

An entitlement letter, parent survey, and program selection form are distributed to parents at the orientation. Parents are encouraged to complete the form at the school to ensure their child receives entitled services as soon as possible. Follow up letters and phone calls are made to the parents of students who did attend the orientation. Additional parent workshops are held throughout the year to keep ELL parents informed on an on-going basis.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	11	21	23	18	21	15								109
Chinese			1	1										2
Russian														0
Bengali														0
Urdu														0
Arabic				1		1								2
Haitian				1	1									2
French	1	2		1	1	1								6
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian	2													2
Other	3	4	3	5		1								16
<b>TOTAL</b>	<b>17</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>23</b>	<b>18</b>	<b>0</b>	<b>139</b>						

## 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.

PS 41 is a K-5 school with an enrollment of 917 students. We currently have 139 English Language Learners (ELL) in grades K-5 that represents about 15.16% of our total school population. This percentage has increased by 1.26% from the 2009-2010 school year. The ELLs are serviced using a freestanding ESL model. While the majority of our ELLs are Spanish speakers, we also have speakers of Urdu, Chinese, French, Albanian, Vietnamese and Several West African Languages.

Our school has implemented a Collaborative Team Teaching (CTT) approach to provide services for the ELL population. The ELLs are in at least two classrooms on each grade. Two (2) New York State Certified English as a Second Language Teachers push-in to those classrooms to collaboratively instruct the ELLs with the classroom teacher. One ESL teacher provides services for grades K-2, and the other ESL teacher provides services for grades 3-5. ELL students in grades K-5 who are at the beginning and intermediate levels of English language proficiency receive 360 minutes of ESL instruction per week. ELL students at the advanced level of proficiency receive 180 minutes of ESL instruction per week.

P.S. 41 has implemented the Teachers College model for English Language Arts instruction. As a part of this model, teachers provide our students access to literature through the following modes: small group instruction, read-alouds, shared/interactive reading, partner reading and independent reading. The Teachers College model is also supplemented by "Foundations" and "Words Their Way". The Lucy Calkins "Units of Study" are used for writing instruction. ELLs receive instruction in literacy using this model from the classroom teacher. The ESL teachers and the classroom teachers incorporate specific strategies for ELLs using this model in reading/writing instruction. ELL students at the advanced level of English proficiency receive 180 minutes of English Language Arts instruction per week.

For the 2010-2011 school year 70 ELL students, including Special Education students receiving ESL services, will participate in an individualized computer based program. "Imagine Learning" is designed to strengthen and support all modalities of literacy and language

acquisition.

The “Everyday Mathematics” program is the curriculum used in Grades K-5. “Everyday Mathematics” is a comprehensive, balanced curriculum that is standards-based and NCTM approved. The program engages and motivates students through the use of manipulatives and games. The Point of Entry or Workshop Model is the methodology utilized in all grades (K-5) for the delivery of instruction. In addition, differentiated instruction is facilitated through this model. This model provides appropriate instruction for ELL students. Additionally, the “Everyday Mathematics” Program provides specific strategies and activities to meet the needs of ELL students and ensure optimal success for them.

Science instruction in K-2 involves the Foss Hands-On Inquiry program. The New York State Science Standards and the Science Scope and Sequence for each grade are promoted within read alouds, shared reading, guided reading, independent reading and writing. The use of the Scientific Method is utilized for recording observations, data, reactions, and responses in science journals. Students in grades 3-5 are using the Harcourt Science Program, while the Mobile Science Lab is used in grades 4-5. ELL students particularly benefit from the Science Lab and Foss because they are hands-on, manipulative programs.

Social Studies instruction in Grades K-5 uses Scott Foresman textbooks and hands-on materials, as well as the Rosen and Dominie Press social studies libraries. These differentiated, leveled content area materials are used for guided and independent reading. Textbooks are used as read alouds and shared reading. Students are taught strategies to read non fiction materials using the Teachers College Reading/Writing Model. ELL students especially benefit from this mode of instruction.

In order to comply with CR Part 154 mandates all ELL students receive the mandated 180 minutes of each Content Area instruction on a weekly basis. This instruction is supported by the ESL staff using ELL methodologies to ensure academic success for these students.

Since September 2009, PS 41 has implemented a comprehensive on-going assessment program in each of our core curriculum areas (Mathematics, Science, and Social Studies). Students internalize unit goals for each content area. In order to track student progress and differentiate instruction, pre and post assessments as well as on-going unit quizzes are administered in each of the content areas. The ESL, SETSS, AIS staff and classroom teachers analyze data in order to more effectively plan instruction.

The ESL teachers work collaboratively with the classroom teachers to plan instruction so that the needs of ELL students are met by providing them with strategies that will differentiate content area learning. This will optimize their level of comprehension and overall success. ELLs participate in after-school and Saturday programs where they receive additional English language instruction in a small group setting. ELLs also receive services from AIS staff in a small group setting, specific to their needs.

In addition, PS 41 has created several extracurricular programs to enhance the education of our students. There are several after school clubs such as Drama Club, Science Club, Chorus, Newspaper Club, and Dance. ELLs are encouraged to participate in these after school programs. PS 41 has Basketball, Baseball, and Step Teams. ELLs actively participate in these programs.

“Steps to Success”, an incentive based program, encourages our students to BE PROMPT, POLITE, PREPARED and POSITIVE. These themes are incorporated into every aspect of student life at PS 41. As a result of following “Steps to Success” behavior, students are rewarded with certificates, celebrations, trips, and special assemblies. All ELLs actively participate in this program.

For the following subsets of ELLs we have or plan to implement the following:

#### Long Term ELLs

Currently PS 41 has one long-term ELL, who has received ESL services for six years or longer. This student is currently in fifth grade. In order to provide the best possible services for this student, we have or will implement the following:

- Students will be invited to After School, where there will be instruction specifically devoted to the strengths and weaknesses of this child.
- This child will be continuously progress monitored so that instruction can be effectively planned through the use of current data.
- AIS teacher will provide student with small group instruction daily.
- ELL teacher, AIS staff, and classroom teacher will work collaboratively to review data and plan effective guided reading lessons.
- Student will use Imagine Learning, an individualized computer based program, designed to strengthen listening skills.

- Child's progress will be continuously discussed at weekly Data Inquiry Meetings.

SIFE ELLs

Currently there are no Students with Interrupted Formal Education (SIFE) enrolled at PS 41. At PS 41 we believe that a school has to plan for serving every student. In the event of a SIFE child's enrollment at PS 41 we will do the following:

- V SIFE student(s) will receive grade level, small group and one to one instruction from the ESL teacher.
- V SIFE student will receive immediate at-risk services from either the SETSS teacher or a member of the AIS Team.
- V Students will be invited to all after school programs available for that grade level. Every attempt will be made to provide a smaller student-teacher ratio in that environment.
- V A workshop will be given to parents of SIFE students in their native language on how to best prepare their children for the academic responsibilities of a formal school setting. Professional Development will be provided to teachers of SIFE students on how to best differentiate instruction and create a safe environment for SIFE students.

ELLs with IEPs-

We currently have 20 ELLs that have Individualized Education Plans (IEPs). That is 14.38% of the total ELL population. In order to provide the best possible services for these students, we are doing the following:

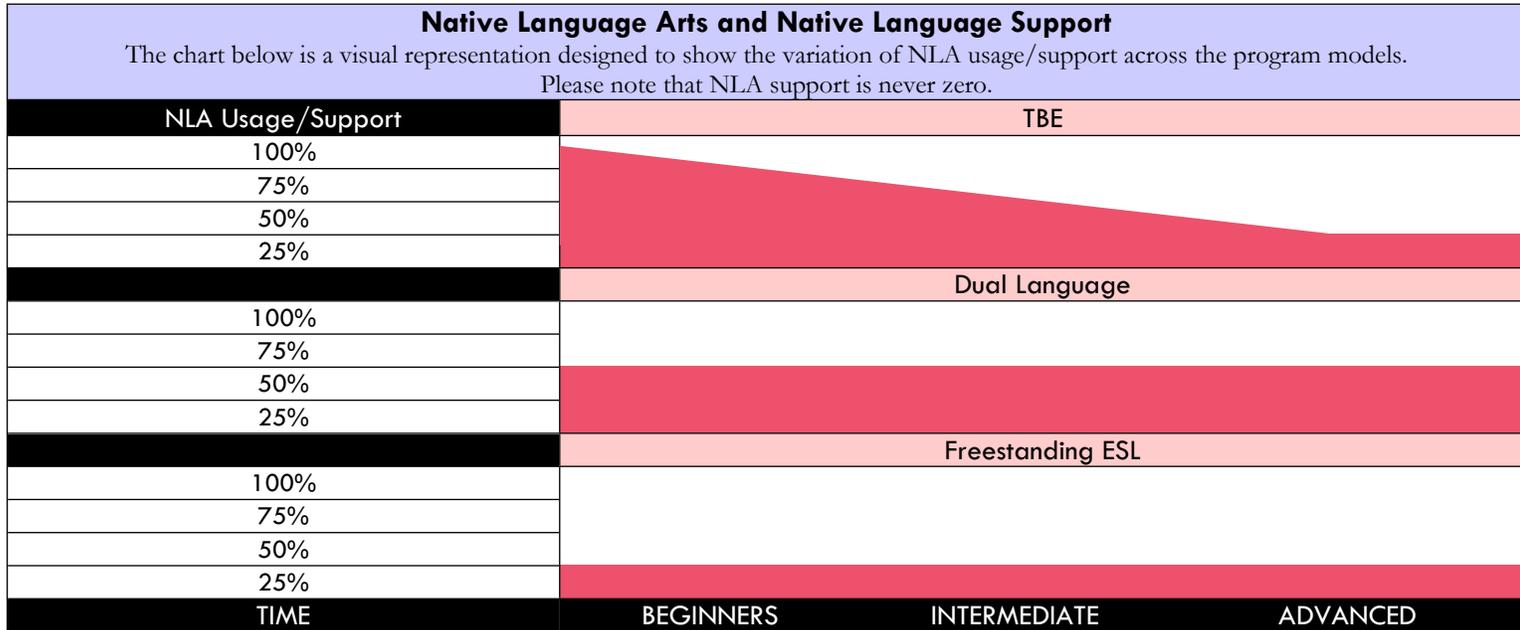
- V The ESL teachers, SETSS teacher, AIS teachers, Speech teacher and classroom teachers closely monitor and assess students' progress and articulate with each other on an ongoing basis.
- V These children are discussed on an ongoing basis at the weekly Child Study Team meetings.
- V Teachers work closely with parents to ensure parents' understanding of parental choices, rights and responsibilities regarding the education of their children.
- V Teachers and the School Assessment Team work together to ensure students are in the least restrictive environment and that proper placement is made.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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?

In addition to the mandated service requirements given to ELLs at the beginning level of Language proficiency, we have created a Newcomers Club. The group(s) meet at least an additional 3 periods weekly for support in basic interpersonal language skill development. We have conducted building (inside and out) walks to develop basic vocabulary used on a daily basis. Activities such as role playing, dramatic play, cooking, games (I Spy) etc. are being used to help these students internalize the English language. This is a pull-out component that allows newcomers to experience their second language in a non threatening, exciting environment.

ESL teachers utilize data to support instruction for all ELL students in all content areas. Based on data provided by NYSESLAT, LAB-R, NYS Exams, Simulation exams, Teachers College Assessment, unit tests, etc., the ESL staff develops an individualized plan for each ELL student based on his/her needs.

ELL students performing on a Level 1 or 2 are given additional support by the AIS staff and/or at-risk SETSS. ESL teachers and AIS staff work collaboratively to provide support for ELL students based on their need. Continuous collaboration with AIS staff and classroom teacher allows the ESL teachers to ensure that the needs of the ESL students are being met.

PS 41 has implemented the Teachers College model for English Language Arts instruction. As a part of this model, teachers provide our students access to literature through the following modes:

- V small group differentiated instruction
- V read alouds
- V shared/interactive reading
- V partner reading
- V independent reading

The Teachers College Model is also supplemented by Foundations and "Words Their Way" for English Language Learners. The Lucy Calkins "Units of Study" are used for writing instruction. ELLs receive instruction in literacy using this model from the classroom teacher. The ESL teachers, classroom teachers and support staff that work with ELLs incorporate specific ESL strategies using this model in reading and writing instruction. Research indicates that ELLs can achieve optimal success using this model and incorporating these strategies and activities.

In addition to following the Teachers College Reading and Writing curriculum the ESL and the AIS teachers use the following interventions with ELLs (based on students' need) :

- Wilson Reading Program
- Foundations Reading Program
- Imagine Learning: individualized computer based literacy program
- Word Their Way
- Supplemental audio-visual materials
- Games

A Saturday ESL Academy has been implemented for ELL parents and students at the beginning level of English language proficiency. Fifty-two students and their parents attend each session from 9:00 am – 12:00 pm. The program focuses on strengthening listening and speaking skills through modeling and repetition of basic language patterns via rhymes, chants, songs, etc.

Transitional ELLs are invited to participate in Morning and Afterschool ESL program. Additionally, classroom teachers provide differentiated instruction in content areas based on data.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for ELLs in each grade?
2. How much of the instructional day are 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)?

### 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.

Teachers and other staff responsible for the delivery of instruction and services to limited English proficient students are involved in a professional development at PS 41. ESL teachers and classroom teachers articulate with the data specialists to discuss progress of ESL students on an on going basis. After analyzing data professional development activities are planned based on needs of students and teachers. In addition to on-site professional development teachers attend workshops at Teachers College on a regular basis. These reading/writing workshops incorporate specific strategies to support instruction of limited English proficient students.

After analyzing a needs assessment survey provided by classroom teachers who service ELLs or need the mandated 7.5 hours of ELL instruction the following on site staff development topics will be addressed:

v	Strengthening Oral Language Development in Grades K-2	Fall 2010
v	Working With Newcomers	Fall 2010
v	Integrating Vocabulary Development and Word Study into all lessons K-5	Winter 2011
v	Strategies to develop writing skills in Grades K-5	Winter 2011
v	NYSESLAT – Test format	Spring 2011
v	Getting ready for the NYSESLAT	Spring 2011
v	ESL Child Study Team	On-going

All staff development workshops will incorporate NYS learning standards and will focus on strategies to specifically differentiate instruction and meet the needs of limited English proficient students.

Imagine Learning Staff Development: The focus of this training will be using data from reports generated for each child using Imagine Learning.  
Nov. 2010

Additionally, the principal of PS 41 makes every effort to ensure that the needs of ELL students are disseminated to all staff members at weekly Data Inquiry Team meetings, grade meetings and monthly staff meetings.

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)	13	14	7	7	5	5								51
Intermediate(I)	0	7	2	15	8	8								51
Advanced (A)	4	6	8	4	10	5	0							37
Total	17	27	27	27	23	18	0	0	0	0	0	0	0	139

year, we will use program funds to collaborate with the Parent Coordinator at our school. The ESL teachers will also collaborate with the SETSS teacher, and AIS staff to integrate the parents of ELL students into parent workshops and meetings. If the

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	2	8	0	0							
	A		1	2	10	10	9							
READING/ WRITING	B		2	2	10	10	9							
	A		7	1	15	8	8							

Additionally, school-wide activities provide an opportunity for the PS 41 school community, including ELLs, to learn about our diversity and help build community. In order to achieve these goals the following are activities and workshops will be provided for the PS 41 school

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	8	1	1	15
4	3	10	0	0	13
5	1	4	7	1	13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

ESL parents are encouraged to attend in-house ongoing workshops to empower them to support the educational needs of their children. In

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	<b>Part V: Assessment Analysis</b>								
4									
5	0		6		8				14

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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		6		9		1		17
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		3	1	10		1		15
8									0
NYSAA Bilingual Spe Ed									0

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

**New York State Regents Exam**

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

PS 41 has implemented the Teachers College Reading/Writing Assessment to track students' progress on an on-going basis. Students are evaluated four times per year. The assessments consist of 4 sub-tests: Running records (Fountas and Pinell), Sight Word Lists, Spelling Inventory and Writing on Demand. Each sub-test provides the ESL teacher, classroom teacher and other support staff with individualized data that will be used to inform and differentiate instruction. In addition to the four formal Teachers College testing dates, PS 41 has systems in place to continually monitor progress students. Continual progress monitoring for Reading and Writing occur via conferencing logs, running record logs, sight word checklists and Words Their Way teacher made weekly assessments.

The results of the NYSESLAT and the LAB-R indicate that 73.4% of our ESL students are at the beginner or intermediate levels of English language proficiency. 26.6% of our ESL students are at the advanced or proficient level of English language proficiency. As indicated in the NYSESLAT/LAB-R breakdown the number of students in grades K-2 (34) at the beginning level of proficiency was double that of the number of students in grade 3-5 (17). This has typically been the trend over the last several years at PS 41. As a result, we have

staff to differentiate instruction based on data. ESL methodologies are incorporated into all components of literacy through the use of realia, picture clue support, modified activities, etc.

NYS ELA Assessment data indicates that 53.6% of our ESL students in grades 3-5 scored at a level 2 proficiency in Spring 2010. As a result of this data these students will be closely monitored and serviced by AIS staff as well as classroom and ESL teachers. Additionally, they will be invited to attend the morning and/or afternoon ESL classes. The data also indicates that 21.9% of our ESL students in grades 3-5 scored a level 1 on 2010 ELA. As a result, these students were invited to attend the Saturday Academy for ELLs. Intensive small group instruction provides for greater reinforcement of students' needs. These children will also be invited to attend the morning and afternoon ESL classes which will focus on specific test taking strategies and skills for LEP students.

NYS Math Assessment data indicates that 54.1% of our ESL students in grades 3-5 scored at a level 3 or 4 proficiency in Spring 2010. This has been the trend at PS 41 for the past several years. As a result we will continue following the Everyday Mathematics program using the Point of Entry model and differentiated instruction on an as needed basis. In order to ensure the continuation and improvement of this trend we are committed to servicing ESL students who performed at a level 1 or 2 on the NYS Math Exam. These students will receive small group intervention from AIS support staff and/or ESL teachers.

Our ELL program is continually monitoring student progress through formal and informal assessments. The ELL teachers, classroom teacher and additional support staff articulate on an on-going basis to discuss student progress. Informal assessments such as "kid watching", conferencing, teacher made assessments, etc allow teachers to monitor progress on an on-going basis and plan accordingly. Formal and informal assessment is vital to our instruction. We currently maintain student work folders for each student and hold weekly Data Inquiry Meetings to evaluate each child's progress. We will also continue to implement the following to ensure that all children are receiving the interventions that fit their individual needs:

V Continue to provide Professional Development to train teachers on how to use rubrics and checklists as assessment tools. This professional development will also include strategies to make assessment tools more user friendly for ELLs so that peer interaction and evaluation can be a meaningful practice in our classrooms.

V Continue articulation among ESL teachers, classrooms teachers, support staff and administration. Teachers are given common time to assess and plan for the language development of the ELLs. This is facilitated at PS 41 through weekly Data Inquiry Meetings.

V The ESL teachers and other LAP committee members will continue to attend in-house ongoing curriculum meetings in order to review and implement the LAP as well as ensure that the LAP complements other school policies.

V Continue to have at least one ESL teacher as a member of the Child Study Team (a committee that discusses and reviews at risk students' academic and social progress.) This will ensure that any ELLs who come before the committee have a person who is knowledgeable of their academic and social strengths.

V Continue to provide all ELLs with testing accommodations for statewide assessments. This includes extended time, separate location, the use of a bilingual dictionary, the use of native language tests, when applicable, and the use of oral interpretation services for lower incidence languages.

## 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.

Formal and informal assessment is vital to our instruction. We currently maintain student work folders for each student and hold weekly Data Inquiry Meetings to evaluate each child's progress. We will also continue to implement the following to ensure that all children are receiving the interventions that fit their individual needs:

V Continue to provide Professional Development to train teachers on how to use rubrics and checklists as assessment tools. This professional development will also include strategies to make assessment tools more user friendly for ELLs so that peer interaction and evaluation can be a meaningful practice in our classrooms.

## Additional Information

- V Continue articulation among ESL teachers, classrooms teachers, support staff and administration. Teachers are given common time to assess and plan for the language development of the ELLs. This is facilitated at PS 41 through weekly Data Inquiry Meetings.
- V The ESL teachers and other LAP committee members will continue to attend in-house ongoing curriculum meetings in order to review and implement the LAP as well as ensure that the LAP complements other school policies.
- V Continue to have at least one ESL teacher as a member of the Child Study Team (a committee that discusses and reviews at risk students' academic and social progress.) This will ensure that any ELLs who come before the committee have a person who is knowledgeable of their academic and social strengths.
- V Continue to provide all ELLs with testing accommodations for statewide assessments. This includes extended time, separate location, the use of a bilingual dictionary, the use of native language tests, when applicable, and the use of oral interpretation services for lower incidence languages.

## 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		