



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** EMMA L. JOHNSTON

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 17K241

**PRINCIPAL:** FRANTZ LUCIUS      **EMAIL:** FLUCIUS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** BUFFIE SIMMONS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mr. Frantz Lucius	*Principal or Designee	
Ms. Lurline Heyward	*UFT Chapter Leader or Designee	
Ms. Charmaine Wright	*PA/PTA President or Designated Co-President	
Ms. Valerie McCants	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Charmaine Ricketts	Member/Teacher	
Ms. Jessica Silva	Member/Teacher	
Ms. Zena Chandler	Member/Teacher	
Ms. Lynette Jones	Member/Paraprofessional	
Ms Kelli Williams	Member/Parent	
Christine Carr	Member/Parent	
Melanie Lewis	Member/Parent	
Simone Modlin	Member/Parent	
Ashan Moreno	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### Annual Goal #1

- By June 2012 the number of ELL and SWD in grades 3-5 making a year's progress in ELA will increase by 3%.

### Comprehensive needs assessment

\* Based on the data analysis collected over the past three years from the state assessments, it was evident that the ELLs and the Special Needs Students were not performing as well as the other students. As a result we concluded that they are a priority group for the year 2011-2012.

### ELA Test Results 2010 and 2011: ELL Students

17K241	3	2010	ELL	5	s	s	s	s	s	s	s	s	s	s	s
17K241	4	2010	ELL	6	651	1	16.7	4	66.7	1	16.7	0	0.0	1	16.7
17K241	5	2010	ELL	7	652	3	42.9	4	57.1	0	0.0	0	0.0	0	0.0
17K241	All Grades	2010	ELL	18		5	27.8	9	50.0	3	16.7	1	5.6	4	22.2
17K241	3	2010	EP	68	668	4	5.9	20	29.4	36	52.9	8	11.8	44	64.7
17K241	4	2010	EP	81	669	6	7.4	35	43.2	38	46.9	2	2.5	40	49.4
17K241	5	2010	EP	76	671	9	11.8	35	46.1	28	36.8	4	5.3	32	42.1
17K241	All Grades	2010	EP	225		19	8.4	90	40.0	102	45.3	14	6.2	116	51.6
17K241	3	2011	ELL	10	641	1	10.0	5	50.0	4	40.0	0	0.0	4	40.0
17K241	4	2011	ELL	4	s	s	s	s	s	s	s	s	s	s	s
17K241	5	2011	ELL	8	647	4	50.0	4	50.0	0	0.0	0	0.0	0	0.0
17K241	All Grades	2011	ELL	22	647	5	22.7	12	54.5	5	22.7	0	0.0	5	22.7
17K241	3	2011	EP	68	670	1	1.5	19	27.9	46	67.6	2	2.9	48	70.6
17K241	4	2011	EP	63	679	2	3.2	17	27.0	42	66.7	2	3.2	44	69.8
17K241	5	2011	EP	84	669	5	6.0	34	40.5	40	47.6	5	6.0	45	53.6
17K241	All Grades	2011	EP	215	672	8	3.7	70	32.6	128	59.5	9	4.2	137	63.7

General trends indicate that the number of English Language Learners scoring at Levels 3 and 4 decreased by 22.2 %. In the 2009-2010 school year 22.2 % of our ELL students scored at Levels 3 and 4, whereas 44.4 % scored at this level in 2008-2009. In 2010-2011 the increase in Levels 3&4 was only .5%. In comparison to our English proficient students, the ELL population scored far below. In 2009-2010 ELL students scored 22.2 % as opposed to the English Proficient students who scored 51.6%. In 2010-2011 the ELL students scored 22.7% as opposed to the English Proficient students who scored 63.7%.

### MATH Test Results 2009-2011- ELL Students

17K241	All Grades	2009	ELL	40		1	2.5	7	17.5	25	62.5	7	17.5	32	80.0
17K241	All Grades	2009	EP	240		6	2.5	5	2.1	107	44.6	122	50.8	229	95.4
17K241	All Grades	2010	ELL	21		3	14.3	8	38.1	7	33.3	3	14.3	10	47.6
17K241	All Grades	2010	EP	230		13	5.7	60	26.1	86	37.4	71	30.9	157	68.3
17K241	All Grades	2011	ELL	28	667	5	17.9	13	46.4	9	32.1	1	3.6	10	35.7
17K241	All Grades	2011	EP	216	697	5	2.3	42	19.4	96	44.4	73	33.8	169	78.2

General trends indicate that the number of English Language Learners scoring at Levels 3 and 4 in Mathematics decreased by 32.4 %. In 2009-2010, 47.7 % of our ELL students scored at Levels 3 and 4, whereas 80 % scored at this level in 2008-2009. In 2010-2011 the ELLs decreased in Levels 3&4 by 11.9%. In comparison to our English proficient students, the ELL population scored far below. In 2009-2010 ELL students scored 47.6 % as opposed to the English Proficient students who scored 68.3%. In 2010-2011 the ELL students scored 35.7% as opposed to the English Proficient students who scored 78.2 %. This indicates that there has been a downward spiral for our ELL population. An increased effort to improve Math scores is evident.

### ELA Test Results 2010-2011: SPECIAL NEEDS

17K241	3	2010	General Ed	66	669	5	7.6	17	25.8	35	53.0	9	13.6	44	66.7
17K241	4	2010	General Ed	72	672	3	4.2	31	43.1	36	50.0	2	2.8	38	52.8
17K241	5	2010	General Ed	75	672	7	9.3	38	50.7	26	34.7	4	5.3	30	40.0
17K241	All Grades	2010	General Ed	213		15	7.0	86	40.4	97	45.5	15	7.0	112	52.6
17K241	3	2010	Special Ed	7	660	0	0.0	4	57.1	3	42.9	0	0.0	3	42.9
17K241	4	2010	Special Ed	15	647	4	26.7	8	53.3	3	20.0	0	0.0	3	20.0
17K241	5	2010	Special Ed	8	649	5	62.5	1	12.5	2	25.0	0	0.0	2	25.0
17K241	All Grades	2010	Special Ed	30		9	30.0	13	43.3	8	26.7	0	0.0	8	26.7
17K241	3	2011	General Ed	69	670	0	0.0	21	30.4	46	66.7	2	2.9	48	69.6
17K241	4	2011	General Ed	58	681	1	1.7	13	22.4	42	72.4	2	3.4	44	75.9
17K241	5	2011	General Ed	75	670	5	6.7	29	38.7	36	48.0	5	6.7	41	54.7
17K241	All Grades	2011	General Ed	202	673	6	3.0	63	31.2	124	61.4	9	4.5	133	65.8
17K241	3	2011	Special Ed	9	639	2	22.2	3	33.3	4	44.4	0	0.0	4	44.4
17K241	4	2011	Special Ed	9	655	1	11.1	7	77.8	1	11.1	0	0.0	1	11.1
17K241	5	2011	Special Ed	17	653	4	23.5	9	52.9	4	23.5	0	0.0	4	23.5
17K241	All Grades	2011	Special Ed	35	650	7	20.0	19	54.3	9	25.7	0	0.0	9	25.7

There has been a decrease in the number of students scoring Levels 3 and 4 within disabilities subgroup. In 2008-2009 school year, 41.1% of students scored at these levels, as opposed to 26.7% during 2009-2010. In 2009-2010, 25% of special needs students scored Levels 3 & 4 and in 2010-2011, 25.7% of the Special Needs population scored levels 3 & 4. This was a small increase of .7%. There is still a need to continue to improve in that area.

### **Instructional strategies/activities**

#### **Activity #1**

- a) Professional Development: PD will be given to teachers under the following topics: Common Core Standards for ELLs and SWD, and DOK as it relates to ELLS and SWD, assessment of ELLS and SWD, use of data to differentiate lesson planning, and PD on ESL methodology.

**Responsible Members:** Principal, Assistant Principal, ESL teacher and data specialist

**Implementation Timeline:** September 2011 through May 2012

#### **Activity #2**

Title III After School Program and Saturday Academy: Students are receiving instruction from qualified ESL teachers in the After school Title III program. Qualified ESL teachers are using research based materials such as "Treasure Chest". In the Saturday Academy program qualified SWD teachers are using Research based materials as well. They are using Kaplan, SRA, CAMS and STAMS.

**Responsible Members:** Assistant Principal, Principal, ESL and SWD teachers

**Implementation Timeline:** November 2011 to April 2012

#### **Steps for Including teachers in the decision-making process:**

- Teachers will meet in grade level teams to review student data gathered from SRA Benchmark Assessments, running records, NYS ELA /MATH exams, Everyday Math Unit Assessments NYSESLAT, and E-CLAS. Classroom teachers will monitor the progress of their students in the Saturday After School programs on a monthly basis. A 5% increase in the benchmark assessments will be used as the means to determine the effectiveness in the activity or strategies.
- Benchmark Assessment Dates: September, November, January, March, May, June

### **Strategies to increase parental involvement**

- Title I and ESL teachers conduct workshops and support the parents of ELLs and SWD.
- AP, Parent Coordinators and other staff members will attend PTA meetings regularly to share information on the Common Core Standard, city wide expectations and respond to parent questions and inquiry.
- The school will host a "curriculum night" and distribute user friendly materials and guides,
- The school will create and distribute a news letter, (Haitian-Creole and Spanish) that will contain tapes for parents on how to promote reading, help with homework, etc...
- Parents will be trained and encouraged to access ARIS PARENT LINK.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff will regularly attend hiring fairs to recruit highly qualified Common Branch and Special Needs teachers.
- Mentors are assigned to new and struggling teachers

**Service and program coordination**

- All SWD who scored lower than a level 3 in the ELA exam and ELLS who are at the beginner or intermediate level in the NYSESLAT will participate in the Saturday Academy and the After School Program.
- Attendance teacher, family worker and Guidance counselor will reach out to parents of students who are regularly absent as part of our effort to improve attendance.

**Budget and resources alignment**

- As a Title I Program school, Conceptual Consolidation will allow us to compile Federal and local funds such as Fair Student Funding(Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011 – 2012 as indicated below:
- Supervisor per session (2 days per week)
- Professional Instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

**ANNUAL GOAL #2 AND ACTION PLAN**

**Annual Goal #2**

- By June 2012 the number of students making a year's progress in ELA as measured by the NYS ELA exam will increase by 3%.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
Last year only 60% of our students in grades 3-5 scored a level 3 or better in the NYS ELA exam.

**ELA – NYS Test Results Comparison 2010 and 2011**

17K241	3	2010	All Students	73	668	5	6.8	21	28.8	38	52.1	9	12.3	47	64.4
17K241	4	2010	All Students	87	668	7	8.0	39	44.8	39	44.8	2	2.3	41	47.1
17K241	5	2010	All Students	83	669	12	14.5	39	47.0	28	33.7	4	4.8	32	38.6
17K241	All Grades	2010	All Students	243		24	9.9	99	40.7	105	43.2	15	6.2	120	49.4
17K241	3	2011	All Students	78	666	2	2.6	24	30.8	50	64.1	2	2.6	52	66.7
17K241	4	2011	All Students	67	678	2	3.0	20	29.9	43	64.2	2	3.0	45	67.2
17K241	5	2011	All Students	92	667	9	9.8	38	41.3	40	43.5	5	5.4	45	48.9
17K241	All Grades	2011	All Students	237	670	13	5.5	82	34.6	133	56.1	9	3.8	142	59.9

A review of the school's data shows several student performance trends and indicators of progress. In 2010-2011, student performance for all grades on the English Language Arts test increased by 10.5% from the previous year. Currently 59.9% of our students scored at Levels 3 and 4 as opposed to 49.4% from 2009-2010. The data also indicates that there was a decrease in both Level 1 and Level 2. 5.5% of students scored at Level 1 in 2010-2011 as opposed to 9.9% in 2009-2010. 34.6% of students scored Level 2 in 2010-2011 as opposed to 40.7% in 2008-2009. Comparing 2009-2010 scores to 2010-2011, it shows that the school decreased in level 1s by 4.4 points and level 2s by 6.1 points. The drop in level 1s and 2s and the increase in Levels 3 & 4 indicate movement in the right direction.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Teachers will participate in professional development in Imagine It program and Differentiation of instruction (mainly DOK) conducted by outside consultants, CFN 401, Title 1 teachers and APs.
  - b) Students will participate in AIS and/or ESL services,
  - c) Students' independent and writing notebooks will be monitored monthly to determine growth and writing volume.
  - d) Teachers will update running records every eight weeks to assess student progress.

- e) At risk students will participate in Extended Day and Saturday Academy.
- f) Students will be assessed every six weeks using the Benchmark assessment supplied by the Imagine It program
- g) School will subscribe to Brain Pop, Uptown, Ticket to Read, and One More Story ( all of them online programs that all our students will have access to and be encouraged to log on to through homework assignments and projects).
- h) Implementation of Common Core reading bundles designed by DOE
- i) Implementation of the Reading Rescue program in Grades 1-5 with at risk students.

**Responsible Staff Members:** Principals, APs, Afterschool and classroom teachers

**Implementation Timeline:** September 2011 – June 2012

**Steps for Including teachers in the decision-making process:** Teachers will meet in grade level teams to review student data gathered from SRA Benchmark Assessments, running records, NYS ELA, NYSESLAT, and ECLAS. Classroom teachers will monitor the progress of their students in the Saturday Academy and the After School program on a monthly basis. A 5% increase in the benchmark assessments will be used as the means to determine the effectiveness of the activity or strategies.

**Strategies to increase parental involvement**

- Title 1 workshops
- ELA workshops
- CCS workshops
- New York State ELA assessment workshops
- Meet the teacher night
- Parent-teacher conference
- Parents newsletter

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff will regularly attend hiring fairs to recruit highly qualified Common Branch and Special Needs teachers.
- Mentors are assigned to new and struggling teachers

**Service and program coordination**

- All students who scored lower than a level 3 in the ELA exam will participate in the Saturday Academy and the After School Program.
- Attendance teacher, family worker and Guidance counselor will conduct outreach to parents of students who are regularly absent as part as our effort to improve attendance.

**ANNUAL GOAL #3 AND ACTION PLAN**

**Annual Goal #3**

- By June 2012, the number of students making a year's progress in Mathematics will increase by 3% as measured by Everyday Unit Exams, Interim assessments and NYS Math exams.

**Comprehensive needs assessment**

- The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

<u>17K241</u>	<u>All Grades</u>	<u>2010</u>	<u>All Students</u>	<u>251</u>	<u>-</u>	<u>16</u>	<u>6.4</u>	<u>68</u>	<u>27.1</u>	<u>93</u>	<u>37.1</u>	<u>74</u>	<u>29.5</u>	<u>167</u>	<u>66.5</u>
<u>17K241</u>	<u>All Grades</u>	<u>2011</u>	<u>All Students</u>	<u>244</u>	<u>693</u>	<u>10</u>	<u>4.1</u>	<u>55</u>	<u>22.5</u>	<u>105</u>	<u>43.0</u>	<u>74</u>	<u>30.3</u>	<u>179</u>	<u>73.4</u>

Math Scores in 2010-2011 have increased by 6.9 points with 73.4% of students scoring level 3 or higher during 2010-2011. Increased performance has been shown within each level 3 and 4 sub group. Currently 73.4% of our students scored at Levels 3 and 4 as opposed to 66.5% from 2009-2010. The data also indicates that there was a decrease in Level 1 and Level 2 and an increase in Levels 3 & 4. 4.1% of students scored at Level 1 in 2010-2011 as opposed to 6.4% in 2009-2010. 22.5% of students scored Level 2 in 2010-2011 an improvement from 27.1% in 2009-2010. Comparing 2009-2010 scores to 2010-2011, it shows that the school's Math scores increased by 6.9 points. This rise in scores indicates an upward movement. There is still room for improvement.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Students will be assessed every six weeks using the Everyday Math assessments
  - b) Teachers will participate in professional development in mathematics
  - c) Students will participate in AIS and ELL services,
  - d) Student's math message and math notebooks will be monitored monthly to determine growth.
  - e) Implementation of 90 minute math block
  - f) School will subscribe to Brain Pop and Uptown
  - g) Implementation of common core math bundles developed by DOE.
  - h) Extended Day Program

**Responsible Staff Members:** Principals, APs, Classroom Teachers, After school teachers, Title I teachers

**Implementation Timeline:** September 2011 – September 2012

**Steps for Including Teachers in the Decision-Making Process:** Teachers will meet in grade level teams to review student data gathered from MATH exams,

Everyday Math Unit Assessments, NYSESLAT. Classroom teachers will monitor the progress of their students in the Saturday After School program on a monthly basis. A 5% increase in the benchmark assessments will be used as the means to determine the effectiveness of the activity or strategies.

**Strategies to increase parental involvement**

- Title 1 workshops
- Math workshops
- CCS workshops
- New York State Math assessment workshops
- Meet the teacher night
- Parent-teacher conference
- Parents newsletter

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff will regularly attend hiring fairs to recruit highly qualified Common Branch and Special Needs teachers.
- Mentors are assigned to new and struggling teachers

**Service and program coordination**

- All students who scored lower than a level 3 in the Math exam or Everyday Unit assessments will participate in the Saturday Academy, the After School , or the Extended Day program.
- Attendance teacher, family worker and Guidance counselor will reach out to parents of students who are regularly absent as part as our effort to improve attendance.

**Budget and resources alignment**

- As a Title I Program school, Conceptual Consolidation will allow us to compile Federal and local funds such as Fair Student Funding(Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011 – 2012 as indicated below:
- Supervisor per session (1 day per week)
- Professional Instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (1 day per week) for after school programs and differentiated professional development.

**ANNUAL GOAL #4 AND ACTION PLAN**

**Annual Goal #4**

**By June 2012, 75 % of all students will show progress in the use of Accountable Talk to support their arguments across all subject areas.**

**Comprehensive needs assessment**

This is part of the citywide expectations, in anticipation of the implementation of the Common Core Standards.

**Instructional strategies/activities**

- Principal and APs will work with teachers to align units of study from Imagine It with Common Core Standards to give students opportunities to conduct research and use supporting evidence.
- All grades will complete 2 embedded CCLS tasks, one in ELA and one in Math by March 2012
- Teachers will develop lesson plans that incorporate oral and written skills activities that require students to use evidence to support arguments
- Teachers will meet once weekly to assess student works using rubrics.

**Responsible Staff Members:** Classroom teachers, Title I teachers, APs

**Implementation Timeline:** September 2011 - 2012

**Steps for Including teachers in the decision-making process:** Teachers will meet in grade level teams to review student data gathered from SRA Benchmark Assessments, running records, NYS ELA /MATH exams, Everyday Math Unit Assessments, NYSESLAT, and ECLAS. Classroom teachers will conduct gap analysis in an effort to improve student achievement.

**Strategies to increase parental involvement**

- Title I workshops
- ELA workshops
- CCS workshops
- New York State ELA assessment workshops
- Meet the teacher night
- Parent-teacher conference
- Parents Newsletter

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff will regularly attend hiring fairs to recruit highly qualified Common Branch and Special Needs teachers.
- Mentors are assigned to new and struggling teachers

**Service and program coordination**

- All classes will implement two bundles from the Common Core Standards Library (1 math, 1 ELA). All Teacher Teams will be engaged in gap analysis. The main instructional programs (Imagine It and Everyday Math will be aligned with the common core standards.
- Attendance teacher, family worker and Guidance counselor will outreach to parents of students who are regularly absent as part as our effort to improve attendance.

**Budget and resources alignment**

- As a Title I School wide Program school, Conceptual Consolidation will allow us to compile Federal and local funds such as Fair Student Funding(Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011 – 2012 as indicated below:
- Supervisor per session (1 day per week)
- Professional Instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (1days per week) for curriculum mapping.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	06		2	4
1	89	89	N/A	N/A	05		1	3
2	104	104	N/A	N/A	04		0	2
3	100	100	N/A	N/A	04		3	5
4	90	90	23		5		2	3
5	65	65	15		6		2	4
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA:</b> <b>ELA:</b> <b>Spellread</b> <b>Voyager</b>	<b>Spellread</b> – Intervention program that enables students in Grades 3, 4, and 5 to master phonological automaticity and to become efficient and expert readers. This program is specifically designed to meet the needs of struggling readers. <b>Voyager</b> -Voyager Passport is a comprehensive reading intervention that meets the needs of all struggling readers. It targets the priority skills and strategies that basal readers only mention.

<b>Ticket to Read</b> <b>BrainPop</b> <b>OneMoreStory</b>	<p>Research-based daily lessons, frequent progress monitoring.</p> <p><b><u>Ticket To Read</u></b> – An interactive, Web-based, student-centered learning component that promotes practice of actual text reading. The program enables students to build, strengthen, and reinforce reading skills as they navigate through a self-paced instructional path. Motivational features provide students with incentives to practice.</p> <p><b><u>BrainPop</u></b> - This program creates animated, curriculum-based content that engages students, supports educators, and bolsters achievement. The program’s on-line educational resources include BrainPop Jr. (K-2), Brain Pop, Brain Pop Espanol, and Brain Pop ESL</p> <p><b><u>One More Story</u></b></p>
<b>Mathematics:</b> <b>Achieve It!</b> <b>BrainPop</b> <b>Math Playground</b>	<p><b><u>Achieve It!</u></b>: This program targets instruction for test success. This program is a research-based program that provides differentiated instruction to children, helping each student to maximize his or her growth potential. The program diagnoses test readiness, accommodates different kinds of learners, targets specific skills and emphasizes specific strategies to solve problems.</p> <p><b><u>BrainPop</u></b> - This program creates animated, Mathematics curriculum-based content that engages students, supports educators, and bolsters achievement. The program’s on-line educational resources include BrainPop Jr. (K-2), Brain Pop, Brain Pop Espanol, and Brain Pop ESL.</p> <p><b><u>Math Playground</u></b> - An on-line Math Program for students who need a fun way to practice Math facts. Math Playground includes a wide variety of Math topics, from problem solving and mathematical art to real life Math. This program is used in the auditorium, during inclement weather recess.</p>
<b>Science:</b>	<p>All Fourth Grade students are provided AIS through the Science Cluster Program. The students are given additional support using FOSS materials. The cluster teacher also collaborates with the classroom teacher to ensure cohesiveness in covering the curriculum.</p>
<b>Social Studies:</b> <b>Time for Kids</b> <b>BrainPop</b>	<p><b><u>Time for Kids</u></b> – Time for Kids is a division of <i>Time</i> magazine that is produced especially for children. It contains some national news, a “Cartoon of the Week”, and other features in its weekly eight pages. It also runs special edition issues, a website which offers daily news coverage and is the home of the Time for Kids “Kid Reporter” program.</p> <p><b><u>BrainPop</u></b> – This program creates animated curriculum-based content in social studies that engages students and bolsters achievement.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>The Guidance counselor works with children who are having behavioral difficulties in class and supports the classroom teachers with intervention strategies.</p>
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	<p><b><u>The Social Worker</u></b> provides <b>social</b> services and assistance to improve the <b>social</b> and psychological functioning of <b>children</b> and their families.</p>

**At-risk Health-related Services**

The School Nurse provides first aid services to all students, and also provides skilled nursing services to those students with a documented need.  
An Automated External Defibrillator program functions at our school. CPR and AED training have been providing to the staff.  
Physical Education and Fitness provides students with physical activities to improve health.  
Vision Screening - Trained Learning leaders Volunteers assist with the vision and screening.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program, and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men, parents/guardians, grandparents, and foster parents who assert leadership in education.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- managing learning time more efficiently;
- school-wide respect towards cultural, racial and ethnic differences
- continued education of the Common Core State Learning Standards;
- encouraging the best learning instruction in all content areas;
- providing instruction by highly qualified teachers and in absence of this, notify parents.

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences, phone banking, and email.
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program.
- coordinate flexible times for activities, e.g., morning, evening and providing child care for those parents if necessary.
- Continue to provide translation services to the diverse ethnicities of the school population
- Clear communication for parent programs, meetings and other activities.

- Parental involvement in planning.
- timely information regarding performance.
- Yearly distribution of the Parent Involvement Policy and School-Parent Compact

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member; P.T.C. Provide prep school schedule, monthly/weekly phone updates about their child
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; (Learning Leaders)
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; (Principal Honor Roll)

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Groll/ Roxan Marks</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>241</b>
School Name <b>Emma L Johnston</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Frantz Lucius</b>	Assistant Principal <b>Valeria Godbred, Derek Jones</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Marie Jean, ESL</b>	Guidance Counselor <b>Frank Alcamo</b>
Teacher/Subject Area <b>Dianne Garnett/Elementary</b>	Parent <b>Charmaine Wright</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Paulette Morrissette</b>
Related Service Provider <b>Marcia Walker</b>	Other <b>Mathilde Avitus-Crepin</b>
Network Leader <b>Roxan Marks</b>	Other

### C. 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>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>38</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>620</b>	Total Number of ELLs	<b>70</b>	ELLs as share of total student population (%)	<b>11.29%</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.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

Paste response to questions 1-6 here

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

- 1) Describe the steps followed for the initial identification of those students who may possibly be ELLs.  
During enrollment, trained school staff members, the pupil personnel secretary, and ESL teacher meet with parents to make an initial determination of the child's home language. Members of the team interview and guide the parents in completing the Home Language Identification Survey (HILS) in a language of their choice. Once the ESL teachers at the school collect the HILS and determine that a language other than English is spoken at home, the LAB-R that indicates the level of English proficiency is administered within 10 days of admission. The Parent Survey and Program Selection forms are kept on file in the ESL teacher's classroom.
- 2) What structures are in place to ensure that parents understand all three program choices (Traditional Bilingual, Dual Language, Freestanding ESL)  
To ensure that the parents of ELL students understand all three program choices, ELL parents' orientation meetings are scheduled at the beginning of each school year and during the year to familiarize parents about the school system and the different programs that are offered. These meetings are available with translators in the parents' home language. At the parent orientation, parents are given an opportunity to discuss the program choices and choose the program best suited for their child. The programs that PS 241 offers is generally aligned with the parents' requests.
- 3) Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.  
Entitlement letters are normally filled out in the school with the assistance of the ESL teachers. The ESL teachers as well as the Parent Coordinator and the Family Worker keep in close contact with parents who have not completed the form to ensure that the forms are submitted.
- 4) Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ELL instructional programs?  
As students are determined to be eligible for language services, according to the LAB-R results, parents are notified of the results and asked to attend parent orientations where they receive information on services offered to English Language Learners and the choices of programs being offered by the New York City Public School to parents of ELLs. New ELL parents' orientation meetings are scheduled at the beginning of the school year and during the year to familiarize parents about the school system and the different programs that are offered. Entitlement letters, Parent Surveys and Program Selection Forms, and Placement letters are readily sent or provided to parents during the orientation meetings. Translated materials are distributed to help parents better understand the information provided. Follow-up contacts are made with parents through various means of correspondence to ensure positive communication or returns of materials. At the beginning of the school year, letters of continued entitlement are sent to ELL parents whose child did not score proficient on the

New York State English as a Second Language Assessment Test(NYSESLAT). Parents are notified that these students continue to be entitled to the ELL services provided at the school. The school offers Title III after-school program to ELL students in grade two through five who need additional support in language instruction and test preparation skills for the NYSESLAT. The ESL program is the only choice at PS 241. Parents seeking other choices are recommended to schools offering those choices. Certified ESL teachers provide the ESL instruction necessary for learning.

5) After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?

For the past few years, over 99% of the parents have requested the ESL program. They generally want their children to assimilate as quickly as possible. Data from parent choices are kept on file to monitor choice trends.

## 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	53	0	3	12		2				65
Total	53	0	3	12	0	2	0	0	0	65

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

### C. Home Language Breakdown and ELL Programs

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

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<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		3	3	2	1									9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1											3
Haitian	1	3	5	1	2	1								13
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	8	8	13	12	3									44
<b>TOTAL</b>	10	15	22	15	7	1	0	0	0	0	0	0	0	70

# 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1) How is instruction delivered?

a. What are the organizational models?

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

b. What are the program models?

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

2) How does the organization of staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. Based on the students' LAB-R and the NYSESLAT scores and in accordance with CR Part 154, students at the beginning and the intermediate levels receive 360 minutes of ESL instruction weekly. Students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly.

3) Describe how the content areas are delivered in each program model.

In addition to the Pull-out program, ELL students receive instruction using the workshop model in all the major subjects.

Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. Data from Acuity, assessments such as LAB-R, the NYSESLAT, the Standardized ELA and math tests, Unit tests, or Lesson Assessments were used to make informal decisions on language use for subject

## A. Programming and Scheduling Information

area instruction as well as language development. Instructional units have been designed to meet performance standards for each grade level, while attending to the needs of students. These units provide differentiated instruction to groups of students by levels of language fluency and academic proficiency in the content area.

Targeted interventions for ELLs in ELA, math and other content areas will be as follow:

- ELA teachers working with ELLs team up with the ESL teacher to use the Gap Analysis protocol to develop best practices for sustaining and accelerating student achievement for ELLs.
- Continue to follow the Imagine It! ELA Curriculum using the balanced literacy and targeted approach to learning ELA..
- ESL teachers will reinforce the understanding of the learning strategies that will prepare ELLs to think critically, solve problems and communicate better.
- All ELLs have access to leveled libraries in English.
- Ongoing assessments of students in academic areas as well as language development. [NYSESLAT, Interim Assessments, Lesson Assessments, etc.]
- Academic Intervention Services (AIS) target students at the Intermediate/Advanced levels to move them to the Advanced/Proficiency levels.
- Administrators and Teachers will focus on a systematic application of the curriculum mapping in ELA, ESL and subject areas such as mathematics, science, social studies, and technology.
- Instructional emphasis on independent reading with a 50% focus on informational text.
- ELLs reaching proficiency on the NYSESLAT will continue to receive transitional support (2 years) through Title III, SIFE, and extended time.
- All ELL students have access to all school programs and will participate in these three supplementary programs: (a) 50 minute AIS block time (b) The ELA and Math Saturday Academy and (c) The Title III After-School program targeting the ELL students from grades two to five.

The following instructional materials are being used to support language development of ELLs: Treasure Chest, a Macmillan Guided Reading Series for ELLs with differentiated reading levels and Access English from the Great Source Houghton Mifflin series. There are also leveled libraries for the Independent Reading program. Technology is infused in all curriculum areas through the use of laptops and desktops in the computer lab, Science lab, and Smartboards in the classrooms. The school acquired several on-line programs to accommodate our ELLs: BrainPop for ESL, One More Story for beginners, Ticket-to-Read for all language levels, and K to 8th Power for all ELLs. Another literacy program for ELLs in K to 5 is Harcourt English Language learner Resource kit which provides additional resources for ELL students.

Since the only offering we have for our ELLs is the ESL program, NLA is not provided. The ESL/ Push-In program is provided to our students needing Part-154 hours in ESL instruction. The ESL teachers service these students according to their levels of language needs. Support and resources used are age appropriate and correspond to the grade levels. Students at the elementary level participate in a lot of hands-on activities.

4) How do you ensure that ELLs are appropriately evaluated in their native language?

In the event that a student needs to be evaluated in his/her native language, we use native language personnel who are proficient in listening, speaking reading and writing. For instance, all Spanish-speaking new entrants to a NYC school who score at or below the cut scores on the LAB-R must be administered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning. Spanish LAB scores are NOT used to determine entitlement under CR Part 154.

5) How do you differentiate instruction for all ELL subgroups?

a. Describe your instruction plan for SIFE?

The instructional plan for Students with Interrupted Formal Education is as follows:

- Intensive English language development instruction teaching social and academic language in small group settings
- Intensive literacy development
- Programs within a school aimed at building academic foundation for students with interrupted formal education – small group instruction – Funded teachers
- Modified scheduling
- Extended 50 minute block small grouping
- Provide training in ESL techniques for mainstream teachers
- Collaboration with ESL and mainstream teachers
- Title III After-school program
- Integrated cultural activities

## A. Programming and Scheduling Information

Recognition of Students' native language

b. Describe your plan for ELLs in US schools less than three years: specify your instructional plan for these students

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
<input type="checkbox"/> Title III After-school Program	100%		
<input type="checkbox"/> Individual tutoring	75%		
<input type="checkbox"/> Language development	50%		
<input type="checkbox"/> Cooperative learning	25%		
<input type="checkbox"/> Integrated cultural activities			
<input type="checkbox"/> Recognition of Students' native language			
c. Describe your plan for ELLs receiving service 4 to 6 years			
The ESL teachers as well as the classroom teacher will follow the Children's Initiative Curriculum, which consists of:			
<input type="checkbox"/> Independent/assisted reading, shared reading			
<input type="checkbox"/> aloud, vocabulary word study.			
<input type="checkbox"/> Cooperative learning			
<input type="checkbox"/> Title III After-school program			
<input type="checkbox"/> Integrated cultural activities			
<input type="checkbox"/> Recognition of Students' native language			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

thinkers, effective communicators, and skillful problem solvers. At present, we do not have long-term ELLs.

e. Describe your plan for ELLs identified as having special needs

Instructional plan for Students identified as having special needs in language acquisition: Some common academic intervention options

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

ELA – We use several intervention programs for our ELLs in ELA: Language Learning, CARS and STARS and components of the school-wide program entitled Imagine It!

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

Science - The Harcourt Science program along with the FOSS science models are used. Our science cluster teacher supplements the science program by using hands on activities and other technology based programs.

Social Studies - The Houghton Mifflin Harcourt Social Studies series is used. The series is grade level specific. The curriculum is supplemented with BrainPop online program which reinforces and enriches topics. Our Imagine It! reading program also includes leveled books on informational texts, which targets our students needs and strengths.

Since we do not have any Bilingual classes, the children do not have native language subject classes.

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

8. 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.
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The goal of the continuing transitional plan is to provide these students with the support they need to effectively achieve academic proficiency in all subject areas using English as the language. These students receive instruction at least three times a week during the school day and participate in after school program two days a week.

10) What improvements will be considered this upcoming school year?

We will incorporate the Common Core Learning Standards, Webb's Depth of Knowledge and UDL in the lesson planning for ELLs

11) What programs/ services for ELLs will be discontinued and why?

We do not have any programs or services that will be discontinued.

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

The instructional materials being used to support the four modalities of language acquisition: listening, speaking, reading, and writing. The

## B. Programming and Scheduling Information--Continued

8. 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.
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17. What language electives are offered to ELLs?

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

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Since we do not have any Bilingual classes, the children do not have native language subject classes.

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The goal of the continuing transitional plan is to provide these students with the support they need to effectively achieve academic proficiency in all subject areas using English as the language. These students receive instruction at least three times a week during the school day and participate in after school program two days a week.

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We will incorporate the Common Core Learning Standards, Webb's Depth of Knowledge and UDL in the lesson planning for ELLs

11) What programs/ services for ELLs will be discontinued and why?

We do not have any programs or services that will be discontinued.

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Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. The Students are heterogeneously grouped within each grade. All students receive instruction in self-contained classrooms in which cluster teachers are deployed to enrich the curriculum. The following programs are opened to all students: Spell Read is an Intervention program that provides for students in Grade 3, 4, and 5 to master phonological automaticity and to become efficient and expert readers. This program is specifically designed to meet the needs of struggling readers which includes our ELL and Special Needs population. The program is a targeted program that includes 6 children or less per session. The sessions run 5 days a week. Another intervention program geared toward targeted ELL and Special Needs children is our Imagine It! reading program. The program includes activities for targeted ELL and Special Needs population. We have a writing intervention program for all our students called Write Source. This program helps children to become better writers. Our Saturday Academy includes all students and our Title III after-school programs target ELL students in grades 2, 3, 4, and 5.

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

The instructional materials being used to support the four modalities of language acquisition: listening, speaking, reading, and writing. The ESL classes contain books on tapes, leveled readers, and culturally oriented materials to accelerate the learning process. The ESL teachers

**Courses Taught in Languages Other than English** 

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

N/A

Math:				

**D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here

1. Describe the Professional Development plan for all ELL personnel at the school  
The LAP implications for Professional Development support effective delivery of instruction and indicate:  
 Intensive professional development provided to the entire staff by administrators, instructional specialists, and specialists in ESL strategies and standards. The PD will take place in workshops, grade conferences, staff conferences, and study groups.  
 Training on the components of a comprehensive balanced literacy program using the workshop model.  
 Application of the workshop model  
with English as a Second Language and ELA scaffolding instruction  
 Methods of assessments of content-area learning and language development.
2. What support do you provide staff to assist ELLs as they transition from elementary to middle school?  
The ESL teachers who provide ESL pull-out services to our ELL students  
 Regularly articulate with the classroom teachers to monitor ELL's progress and provide the academic support necessary to help the students better transition into the middle school successfully.
3. Describe the minimum 7.5 hours of ELL training for all staff?  
To support our monolingual teachers of ELL students, PS 241 will offer 7 ½ hours of professional development on ESL strategies. These on-going sessions will take place during common preps, lunch period (lunch and learn), or on days that are designated as Chancellor's Conference Day. The first meeting is in September, and subsequent meetings will take place once a month between October and January. Records are maintained in the Supervisor's office on file with Agendas and signatures of participants

**E. Parental Involvement**

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

Paste response to questions 1-4 here

1. Describe parental involvement, including parents of ELLs?  
To support the parent involvement effort, a parent coordinator will continue to be assigned to the school. The parent coordinator will be in constant communication with all parents. Through outreach, the PC will schedule workshops designed specifically for parents of ELLs. Such workshops include instruction for certified learning leaders, nutrition courses, technology, parenting classes, updated materials focused on the various school curricula, articulation to Middle School, and assessments. Parent of ELL students receive school related materials in English and in other languages. Translation services are available to parents through the Department of Education translation hotline. Parents who speak French, Haitian Creole and Spanish have staff on hand to interpret or translate when needed. The school also has an Itinerant teacher who speaks Arabic. We utilize his services when possible. At PTA meetings we have members of the staff as well as Volunteer Learning Leaders who assist parents who speak a language other than English.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are planning a partnership with the New York City Department of Health and Hygiene to assist parents with health needs. We utilize the resources from the DOE for translation services. During special meetings such as IEP or evaluations of students we hire translators or interpreters to accommodate parents

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

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

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

Parental involvement activities address the needs of the parents in several ways. Some ways are through parent conferences, workshops, PTA meetings and discussion groups. Translation services are arranged for parents who speak a language other than English when necessary. We utilize the DOE translation services.

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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We do not have any programs or services that will be discontinued.

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

Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. The Students are heterogeneously grouped within each grade. All students receive instruction in self-contained classrooms in which cluster teachers are deployed to enrich the curriculum. The following programs are opened to all students: Spell Read is an Intervention program that provides for students in Grade 3, 4, and 5 to master phonological automaticity and to become efficient and expert readers. This program is specifically designed to meet the needs of struggling readers which includes our ELL and Special Needs population. The program is a targeted program that includes 6 children or less per session. The sessions run 5 days a week. Another intervention program geared toward targeted ELL and Special Needs children is our Imagine It! reading program. The program includes activities for targeted ELL and Special Needs population. We have a writing intervention program for all our students called Write Source. This program helps children to become better writers. Our Saturday Academy includes all students and our Title III after-school programs target ELL students in grades 2, 3, 4, and 5.

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

The instructional materials being used to support the four modalities of language acquisition: listening, speaking, reading, and writing. The

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

- ELA – We use several intervention programs for our ELLs in ELA: Language Learning, CARS and STARS and components of the school-wide program entitled Imagine It!
- Math – The Everyday math program is used throughout the school. The program bolsters students' understanding through a highly interactive learning environment that presents even the most abstract concepts with ease. The program is presented to students in the context of real-world examples. ELL students are able to develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills. We also use CAMS and STAMS.

Science - The Harcourt Science program along with the FOSS science models are used. Our science cluster teacher supplements the science program by using hands on activities and other technology based programs.

Social Studies - The Houghton Mifflin Harcourt Social Studies series is used. The series is grade level specific. The curriculum is supplemented with BrainPop online program which reinforces and enriches topics. Our Imagine It! reading program also includes leveled books on informational texts, which targets our students needs and strengths.

Since we do not have any Bilingual classes, the children do not have native language subject classes.

9) Describe your plan for continuing transitional support

The goal of the continuing transitional plan is to provide these students with the support they need to effectively achieve academic proficiency in all subject areas using English as the language. These students receive instruction at least three times a week during the school day and participate in after school program two days a week.

10) What improvements will be considered this upcoming school year?

We will incorporate the Common Core Learning Standards, Webb's Depth of Knowledge and UDL in the lesson planning for ELLs

11) What programs/ services for ELLs will be discontinued and why?

We do not have any programs or services that will be discontinued.

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

Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. The Students are heterogeneously grouped within each grade. All students receive instruction in self-contained classrooms in which cluster teachers are deployed to enrich the curriculum. The following programs are opened to all students: Spell Read is an Intervention program that provides for students in Grade 3, 4, and 5 to master phonological automaticity and to become efficient and expert readers. This program is specifically designed to meet the needs of struggling readers which includes our ELL and Special Needs population. The program is a targeted program that includes 6 children or less per session. The sessions run 5 days a week. Another intervention program geared toward targeted ELL and Special Needs children is our Imagine It! reading program. The program includes activities for targeted ELL and Special Needs population. We have a writing intervention program for all our students called Write Source. This program helps children to become better writers. Our Saturday Academy includes all students and our Title III after-school programs target ELL students in grades 2, 3, 4, and 5.

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

The instructional materials being used to support the four modalities of language acquisition: listening, speaking, reading, and writing. The ESL classes contain books on tapes, leveled readers, and culturally oriented materials to accelerate the learning process. The ESL teachers

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Describe the Professional Development plan for all ELL personnel at the school  
The LAP implications for Professional Development support effective delivery of instruction and indicate:
  - Intensive professional development provided to the entire staff by administrators, instructional specialists, and specialists in ESL strategies and standards. The PD will take place in workshops, grade conferences, staff conferences, and study groups.
  - Training on the components of a comprehensive balanced literacy program using the workshop model.
  - Application of the workshop model with English as a Second Language and ELA scaffolding instruction
  - Methods of assessments of content-area learning and language development.
2. What support do you provide staff to assist ELLs as they transition from elementary to middle school?  
The ESL teachers who provide ESL pull-out services to our ELL students
  - Regularly articulate with the classroom teachers to monitor ELL's progress and provide the academic support necessary to help the students better transition into the middle school successfully.
3. Describe the minimum 7.5 hours of ELL training for all staff?  
To support our monolingual teachers of ELL students, PS 241 will offer 7 ½ hours of professional development on ESL strategies. These on-going sessions will take place during common preps, lunch period (lunch and learn), or on days that are designated as Chancellor's Conference Day. The first meeting is in September, and subsequent meetings will take place once a month between October and January. Records are maintained in the Supervisor's office on file with Agendas and signatures of participants

### E. Parental Involvement

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

Paste response to questions 1-4 here

1. Describe parental involvement, including parents of ELLs?  
To support the parent involvement effort, a parent coordinator will continue to be assigned to the school. The parent coordinator will be in constant communication with all parents. Through outreach, the PC will schedule workshops designed specifically for parents of ELLs. Such workshops include instruction for certified learning leaders, nutrition courses, technology, parenting classes, updated materials focused on the various school curricula, articulation to Middle School, and assessments. Parent of ELL students receive school related materials in English and in other languages. Translation services are available to parents through the Department of Education translation hotline. Parents who speak French, Haitian Creole and Spanish have staff on hand to interpret or translate when needed. The school also has an Itinerant teacher who speaks Arabic. We utilize his services when possible. At PTA meetings we have members of the staff as well as Volunteer Learning Leaders who assist parents who speak a language other than English.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. Describe parental involvement, including parents of ELLs?

To support the parent involvement effort, a parent coordinator will continue to be assigned to the school. The parent coordinator will be in constant communication with all parents. Through outreach, the PC will schedule workshops designed specifically for parents of ELLs. Such workshops include instruction for certified learning leaders, nutrition courses, technology, parenting classes, updated materials focused on the various school curricula, articulation to Middle School, and assessments. Parent of ELL students receive school related materials in English and in other languages. Translation services are available to parents through the Department of Education translation hotline. Parents who speak French, Haitian Creole and Spanish have staff on hand to interpret or translate when needed. The school also has an Itinerant teacher who speaks Arabic. We utilize his services when possible. At PTA meetings we have members of the staff as well as Volunteer Learning Leaders who assist parents who speak a language other than English.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are planning a partnership with the New York City Department of Health and Hygiene to assist parents with health needs. We utilize the resources from the DOE for translation services. During special meetings such as IEP or evaluations of students we hire translators or interpreters to accommodate parents

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

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

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

Parental involvement activities address the needs of the parents in several ways. Some ways are through parent conferences, workshops, PTA meetings and discussion groups. Translation services are arranged for parents who speak a language other than English when necessary. We utilize the DOE translation services.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	11	13	5	2	0								35
Intermediate(I)	3	2	5	6	4	0								20
Advanced (A)	3	2	4	4	1	1								15
Total	10	15	22	15	7	1	0	0	0	0	0	0	0	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	0	7	8	4	1	0							
	<b>I</b>	0	3	2	4	1	0							
	<b>A</b>	0	5	11	5	1	0							
	<b>P</b>	0	0	1	2	4	1							
READING/ WRITING	<b>B</b>	0	9	14	6	2	0							
	<b>I</b>	0	2	5	5	4	0							
	<b>A</b>	0	3	1	4	1	1							
	<b>P</b>	0	0	1	0	0	0							

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	1		5		0		0		6
5	0		0		1		0		1
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	0		0		0		1		1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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.

Paste response to questions 1-6 here

After reviewing and analyzing the assessment data, answer the following:

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** The Emma L Johnston School

**School DBN:** 17K241

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frantz Lucius	Principal		1/1/01
Valeria Godbred	Assistant Principal		1/1/01
Paulette Morrissette	Parent Coordinator		1/1/01
Marie Jean	ESL Teacher		1/1/01
Charmaine Wright	Parent		1/1/01
Dianne Garnett	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Frank Alcamo	Guidance Counselor		1/1/01
Roxan Marks	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **17K241** School Name: **PS 241**

Cluster: \_\_\_\_\_ Network: **401**

**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.

Parents of all incoming students are asked to complete the New York City Department of Education Home Language Identification Survey. Using the information gathered from the language survey and parent interviews, the school determines individual written translation and oral interpretation needs to ensure that all family members of the school community are provided with appropriate and timely information in a language that they can understand. There is a bilingual (French/Haitian Creole) ESL teacher who provides translation support, as necessary, for our Haitian and African students and parents. The Principal and Assistant Principal also provide translation support (Haitian Creole/French/Spanish) to families throughout the school year. In addition, there are several school aides and teachers who help to facilitate communication with parents and family members who require translation or clarification.

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.

The ESL teacher and Assistant Principal have provided written translation and oral interpretation services for parents over several years. According to past data, there are relatively few parents who require bilingual Spanish translation. PS 241 has had an influx of children from Sierra Leone and other Arabic countries such as Yemen. However many parents have adequate expressive and receptive language skills in English. We do have an educational assistant and a Physical Therapist on staff that assists in translation and interpretation when possible.

## 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.

Written translation services are provided to parents for a number of purposes throughout the school year. Important communications from the school or district are translated into Haitian Creole, French and Spanish prior to being sent home. The ESL teacher and Assistant Principal provide ongoing written bilingual translation services for all parents. They also provide support and translation services to families throughout the year. We have been unable to translate in Arabic, with the exception of the translations provided by the Department of Education

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

Oral interpretation services are provided for all parents and family members who require assistance at school related meetings. Parents attending school conferences and/or educational planning conferences including annual reviews are routinely provided with translation services provided by the Department of Education. This is facilitated through the ESL and other teachers, or bilingual paraprofessionals.

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>.

It is important to provide Limited English Speaking parents with opportunities to participate in and have access to programs and services critical to their child's education as described by the Department of Education. In this regard, the school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance within the required time frame of thirty days. As described, the school provides interpretation services where possible for parents at group and one-on-one meetings such as parent conferences upon request to ensure that parents communicate effectively with the school regarding critical information about their child's education. These services are provided by the Department of Education.



## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Emma L Johnston School	DBN: 17K241
Cluster Leader:	Network Leader: Roxan Marks
This school is (check one):	
<input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale:

Every student at Public School 241 deserves the opportunity for an equal chance to be successful. At PS 241 we are committed to providing our English Language Learners with a thorough and efficient education while being aware of the challenges these students face in social and academic settings. We recognize that becoming proficient in English is a process that is acquired over time and influenced by many aspects in life.

At PS 241 we strive to meet the needs of each child through level- and age-appropriate second language and cultural instruction.

Description of Program:

The PS 241 Title III Program is an After-School Program designed to provide specific and appropriate language training for English as a Second Language Learners. The program consists of three classes: Grade 2, Grade 3, and Grade 4 & 5. The program is in operation on Tuesdays and Wednesdays from 3:30 to 5:30 pm for 28 sessions.

The selection of the students for the Title III program was a result of the findings of the students needs assessments. Looking at the results of the 2010 and 2011 ELA and Math tests was one type of selection criteria. Students in Grades 3, 4, and 5 who were slated to take the ELA and Math tests for 2012 and who scored poorly in our present Grades 4 and 5 classes were selected to participate in the Title III After-school program. Students in grades 2 and 3 were selected according to their ECLAS and E-PAL test results of 2010. The data from the NYSESLAT test for Grades 3, 4, and 5 was used to determine students who were most at risk in language development and would have to take the 2012 test in ELA, MATH. The findings of a comprehensive needs assessments resulted in the identification of several key factors necessary for improving students' performance.

These are: school-wide implementation of effective strategies to address the needs of students lacking the basic skills in both reading and mathematics; implementation of effective strategies for meeting the needs of ELLs and providing intensive professional development for teachers in specialized strategies to meet the needs of special populations. From the findings of this comprehensive data analysis, it has been decided that the ELLs would participate in the supplementary programs: Language Arts, Writing and Mathematics.

### Part B: Direct Instruction Supplemental Program Information

Language of Instruction:

The program's language of Instruction is English.

Service Providers:

The following teachers are the service providers for the program: Marie Jean – ESL Certified; Dianne Garnett – ESL Certified; Mathilde Avitus-Crepin – Certified Special Education Teacher

Types of Materials:

The supplemental materials being used for the program are as follows: Language for Learning and the Comprehensive Reading Assessments and MacMillian/McGraw Hill Treasure Chest Series.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development:

The Professional Development for the teachers involved in the program is embedded in our on-going PD for our limited English Proficient students, monthly for 4 sessions, two hours each session. The teachers will use PD360 online Professional Development for ESL teachers for all PD sessions. The teachers will meet on the following dates with the following topics:

December 22, 2011	Classroom Practices for ELLs	Marie Jean, Facilitator
January 26, 2012	Assessing Proficiency	Valeria Godbred, Facilitator
February 16, 2012	Strategies (Best Practices)	Marie Jean, Facilitator
March 22, 2012	Using Visual Tools	Marie Jean, Facilitator

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

**Part D: Parental Engagement Activities**

Begin description here:

Parental Involvement:

Parents of our English Language Learners will be provided workshops to better understand and clarify the ESL program design at Public School 241. The ESL teachers will meet with the Parents of the ELL students for three sessions. The Workshops are as follows:

January 18, 2012	Workshop - Understanding the LAB-R/NYSSELAT	Marie Jean, Facilitator
February 15, 2012	Workshop - ESL Strategies for Parents	Marie Jean, Facilitator
March 21, 2012	Workshop - Parent Supports	Valeria Godbred

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$8,410.08 – Per Session  \$1201 – Professional Development	After School Program: 3 teachers X 28 X 2 hours X 50.06 = \$8,410.08  Professional Development 3 teachers X 4 sessions X 2 hours X 50.05 = \$1201
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	None	None
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$1432  Language for Learning  Comprehensive Reading Assessment/Treasure Chest Kits  General Supplies  \$156.92	Supplemental materials used for the program – Consumable  General Supplies for the children (portfolios, paper, copy paper, pencils, rulers, paint, etc.)  Parent Involvement 3 Workshops
Educational Software (Object Code 199)		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>	11,200	