



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 41 Q THE CROCHERON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q041

PRINCIPAL: SARI LATTO **EMAIL:** SLATTO@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

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
Sari Latto	*Principal or Designee	Signature on file
Deborah Jensen	*UFT Chapter Leader or Designee	Signature on file
Julie Douveas	*PA/PTA President or Designated Co-President	Signature on file
	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	
Boreum Kim	Teacher	Signature on file
Maria D’Amelio	Teacher	Signature on file
Rula Baki	Parent	Signature on file
Irene Fennell	Parent	Signature on file
Theoni Kosefas	Parent	Signature on file
Jennifer Petrucelli	Parent	Signature on file
Joseph Ferrara	Assistant Principal	Signature on file

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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 75% of students in K-5 will move up at least one level in Constructing Viable Arguments with regard to either Operations and Algebraic Thinking or Numbers and Operations according to a Common Core aligned rubric developed by Exemplars program.

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.

After conducting a year long trend analysis of student performance data on Math Exemplars, it was determined that most of the students in K-5 do not exhibit a thorough approach when solving math problems. As a result, our school community has decided to make it a priority to focus on teaching our students a comprehensive approach to problem solving.

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) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

PROFESSIONAL DEVELOPMENT (PD)

- PD will focus on the grade specific tasks provided by the New York City Department of Education, which requires that students construct viable arguments for solutions to problems.
- These PD sessions will be conducted during weekly lunch meetings as well as full day professional development days throughout the year, e.g. Election Day.
- Network math staff developer will work with each grade during lunch time meetings to deconstruct the task.
- Central Inquiry Team along with network staff developer will evaluate new math text books to select one which is aligned to the CCLS and which provides a comprehensive to problem solving.
- Math teacher will attend monthly PD provided by the network math staff developer.

ACTIVITIES

- Teachers will collaboratively deconstruct the Exemplar rubric in order to decide how best to provide instruction to the students.

- Inquiry Teams will select ten Exemplars specific to each grade that address important aspects of the curriculum. Each month a new Exemplar will be solved by students and graded by the Inquiry Teams.
- Inquiry Teams will create a child-friendly version of the exemplar rubric to share with students.
- Inquiry Teams will meet on Thursdays from 8:02-8:40 to review student work and Exemplars.
- Teachers will determine areas in need of focus based on specific strengths and weaknesses amongst the students. Small groups will then be determined.
- Students will be recommended for and provided with remedial services by Mrs. Morrissey. Students will also be recommended for and provided with support during our extended day sessions.
- An enrichment group will be formed to challenge students who consistently produce exemplary work.
- Students who still struggle will be invited to attend an after school AIS program that will run from February – March 2012.

TARGET POPULATION

- All K-5 students.

RESPONSIBLE STAFF MEMBERS

- All classroom teachers, IEP teacher, AIS math teacher, enrichment math teacher, ELL teacher, principal, assistant principal.

IMPLEMENTATION TIMELINE

- September 2011- June 2012.

STEPS FOR INCLUDING TEACHERS IN THE DECISION MAKING PROCESS

- Teachers will meet in grade level Inquiry Teams, as well as in cross-grade teams, to review student work and determine next steps.
- A Central Inquiry Team will be formed to discuss how to bridge the needs of students as they move from grade to grade.
- Teachers on Central Inquiry Team will meet to select new math program.
- The Central Inquiry Team will also discuss specific strategies that will be a focus on individual grades.
- Exemplars will be selected, administered and reviewed monthly. This work will be done by grade level teacher teams and the Central Inquiry Team.

Strategies to increase parental involvement

- Remedial & Enrichment Math Teacher will host workshops for parents to provide them with strategies that they can use to assist their children with problem solving.
- Parent Coordinator will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
- Parents will be trained by Parent Coordinator on how to use ARIS Parent Link.
- Parents will be trained on how to use Acuity so that they may make sense of Predictive Assessment data. They will also learn how they can support their children with extra practice that is provided through the site.
- Teachers, administrators and school staff are actively contributing content to PTA hosted school website. Increased content drives traffic and provides meaningful resources for parents.

- Assistant principal will create and distribute monthly pamphlets for parents on topics such as: math problem solving strategies that can be used at home, helping children succeed in school, positive feedback and motivational strategies, and internet safety.
- Yearlong Central Inquiry Team project to revise the DOE issued student report card to better reflect the CCLS as well as our grade specific goal and objectives.
- We will also offer one or more parent workshops related to math exemplars.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Principal and Assistant Principal carefully review resumes that arrive at the school through mail or fax. Teacher Finder will also be used to explore potential candidates. Candidates who apply to the school through the Open Market system will be considered.
- Candidates are interviewed by a committee that consists of the principal, assistant principal and teachers.
- Candidates perform demonstration lessons.
- Candidate's credentials are reviewed to insure that they meet highly qualified standards.
- All staff members attend PD offered by principal, assistant principal, literacy coach, and network leaders. PD sessions occur on site during lunch meetings, as well as at various venues.
- Mentors are assigned to newly hired teachers.
- Principal will work carefully with HR director to insure that all candidates meet HQT standards.
- Differentiated professional development opportunities will be created on an as-needed basis.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

SWD's, ELLS, and students identified as at-risk will participate in the DOE Extended Day program which will address the students' struggles in problem solving.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy) Funds and Human Resources were used to implement this action plan that targets all K-5 students during the 2011-2012 school year.

- Remedial Math/Enrichment Teacher 3 days a week.
- IEP Teacher 3 days a week.
- ARRA funds to support central inquiry team.
- Consumable instructional materials for use during extended day program, as well as in our AIS after school program.
- Purchase of newest Exemplar III and Exemplar K CD-Rom additions.

- Teacher per-session, 1 day a week after school.
- Supervisor per-session 1 day per week after school.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 75% of students in K-5 will move up at least one level in either a written response, a written analysis, or a written opinion based on informational texts according to a Common Core aligned rubric developed by NYCDOE.

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.

After analyzing our literacy pacing calendars for the past several years, our grade specific teams determined that students weren't spending enough time writing responses to informational texts. This information coupled with the task requirements of the DOE resulted in changes to our curriculum calendar. A priority for the year will be to develop units of study related to improving students' written responses, analysis and opinions of informational texts.

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) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

PROFESSIONAL DEVELOPMENT (PD)

- PD will focus on the grade specific tasks provided by the New York City Department of Education. Each grade-specific task requires that students provide a written response, analysis, or opinion of informational texts.
- These PD sessions will be conducted during weekly lunch meetings as well as full day professional development days throughout the year, e.g. Election Day.
- Literacy coach will attend monthly PD sessions provided by network staff developers and turnkey the information to the staff.

ACTIVITIES

- Teachers will collaboratively deconstruct literacy tasks in order to decide how best to provide instruction to the students.
- Inquiry Teams will review and discuss grade-specific task rubrics. The rubrics will be revised in order to clarify terms.

- Inquiry Teams will revise and enhance writing rubric to address the requirements of the task as well as the additional informational writing units that are being planned.
- Inquiry Teams will create child-friendly versions of the rubrics to share with students.
- Inquiry Teams will meet on Thursdays from 8:02-8:40 to review and discuss student work.
- Inquiry Teams will work together to adjust pacing calendars so that they include the addition of units of study to address the task. This will afford students the opportunity to regularly respond to, analyze, and form opinions about informational texts.
- Teachers will determine areas in need of focus based on specific strengths and weaknesses amongst the students. Small groups will then be determined.
- Students will be recommended for and provided with remedial services during the school day. Students will also be recommended for and provided with support during our extended day sessions.
- Students who are deemed at-risk will be invited to attend an after school AIS program that will run from February – March 2012.
- Yearlong Central Inquiry Team project to revise the DOE issued student report card to better reflect the CCLS for writing as well as our other grade specific goals and objectives.

TARGET POPULATION

- All K-5 students.

RESPONSIBLE STAFF MEMBERS

- All classroom teachers, IEP teacher, AIS reading teacher, ELL teacher, literacy coach, principal, assistant principal.

IMPLEMENTATION TIMELINE

- September 2011- June 2012.

STEPS FOR INCLUDING TEACHERS IN THE DECISION MAKING PROCESS

- Teachers met during PD workshops before the first day of school. Teachers and administrators also meet together during weekly lunchtime sessions. Teachers and administrators collaborated and determined that students need more frequent opportunities to respond to informational texts.
- Staff will work collaboratively to create curriculum maps that improve upon current unit and address the need for additional units that relate to writing for informational tasks.
- The DOE task and resulting units of study will be analyzed for support.
- Teacher teams will work together to deconstruct and adapt DOE provided rubrics to make them grade appropriate.
- A Central Inquiry Team will be formed to discuss how to bridge the needs of students as they move from grade to grade.

Strategies to increase parental involvement

- Literacy Coach will host Breakfast with Books program where she will meet with parents and children together on a bi-monthly basis. Select books will be read and discussed.
- Parent Coordinator will host storytelling workshops for parents.
- Parent Coordinator will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.

- Parents will be trained by Parent Coordinator on how to use ARIS Parent Link.
- Parents will be trained on how to use Acuity so that they may make sense of Predictive Assessment data. They will also learn how they can support their children with extra practice that is provided through the site.
- A parent resource library will be established so that parents may borrow books related to educational topics of interest.
- Teachers, administrators and school staff are actively contributing content to PTA hosted school website. Increased content drives traffic and provides meaningful resources for parents.
- Assistant principal will create and distribute monthly pamphlets for parents on topics such as: reading comprehension and word attack strategies that can be used at home, helping children succeed in school, positive feedback and motivational strategies, and internet safety.
- Yearlong Central Inquiry Team project to revise the DOE issued student report card to better reflect the CCLS as well as our grade specific goal and objectives.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Principal and Assistant Principal carefully review resumes that arrive at the school through mail or fax. Teacher Finder will also be used to explore potential candidates. Candidates who apply to the school through the Open Market system will be considered.
- Candidates are interviewed by a committee that consists of the principal, assistant principal and teachers.
- Candidates perform demonstration lessons.
- Candidate's credentials are reviewed to insure that they meet highly qualified standards.
- Mentors are assigned to newly hired teachers.
- All staff members attend PD offered by principal, assistant principal, literacy coach, and network leaders. PD sessions occur on site during lunch meetings, as well as at various venues.
- Principal will work carefully with HR director to insure that all candidates meet HQT standards.
- Differentiated professional development opportunities will be created on an as-needed basis.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

SWD's, ELLS, and students identified as at-risk will participate in the DOE Extended Day program which will address the students' struggles in writing based on informational reading..

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy) Funds and Human Resources were used to implement this action plan that targets all K-5 students during the 2011-2012 school

year.

- Per-session teachers 1x per week in February – March 2012.
- Supervisor per-session 1 day per week after school.
- IEP Teacher 3 days a week for at-risk students in grades 3,4,5.
- F-Status Literacy Coach 2 days a week.
- ARRA funds to support central inquiry team.
- Consumable instructional materials for use during extended day program, as well as in our AIS after school program.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 75% of students will make at least one year of progress on the TCRWP Benchmarks for progress on Reading Levels.

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.

After conducting a 2 year trend analysis of student reading levels – based on Teacher’s College Reading and Writing Project rubric – it was determined that while most students have shown an increase in their reading levels, some do not quite make a one year gain from the previous year. As a result, we have made this one year gain a priority for the school year. The TCRWP rubric will be used to determine reading level and the specific needs of all K-5 students including ELL & SWD subgroups will be addressed.

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) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

PROFESSIONAL DEVELOPMENT (PD)

- Literacy Coach meets with Teacher Teams to develop reading strategies which enable improved student comprehension of fiction and non-fiction texts.
- Literacy Coach will attend monthly network meetings and turn-key information to teachers.

- Literacy Coach will assist teachers as they develop and execute units of study around “thinking” while they read. Thinking about why things happen, why the setting is important, why characters act in a certain way, author’s purpose, and more.
- Reading Teacher was formally trained to conduct the Wilson program.

ACTIVITIES

- Teachers will confer with students, noting progress on an inference rubric which will be created by Inquiry Teams.
- Literacy Coach will host Breakfast with Books, bi-monthly.
- Reading teacher will offer small group instruction in Wilson program. This program serves children who struggle with decoding.
- Literacy Coach will meet with a group of exemplary readers to challenge them to enhance their discussions and thinking.
- Teachers will invite at-risk students to attend our extended day period for remediation.
- Students who are deemed at-risk will be invited to attend an after school AIS program that will run from February – March 2012.
- Grades K & 1 teachers will use the Foundations program to develop and enhance decoding.
- Grade 2 teachers will use Words Their Way program to develop and enhance encoding and decoding skills.
- Teachers will enter reading level data into TCRWP Assessment Pro online to record student progress throughout the year.
- Teachers will increase the frequency of units of study related to non-fiction reading and coordinate with writing units.
- Reading teacher will work with small groups of 1st and 2nd grade students who struggle with fluency and comprehension.
- IEP teacher will work with small groups of 3rd -4th graders who struggle with fluency and comprehension.
- Yearlong Central Inquiry Team project to revise the DOE issued student report card to better reflect the CCLS for literacy as well as our other grade specific goals and objectives.
- ELL teacher will work closely with classroom teacher to support her students
- All teachers will develop their student’s vocabulary through the Isabel Beck program called Elements of Reading.

TARGET POPULATION

- All K-5 students.

RESPONSIBLE STAFF MEMBERS

- All classroom teachers, IEP teacher, AIS reading teacher, literacy coach, ELL teacher, principal, assistant principal.

IMPLEMENTATION TIMELINE

- September 2011- June 2012.

STEPS FOR INCLUDING TEACHERS IN THE DECISION MAKING PROCESS

- Teachers and administrators meet together during weekly lunchtime sessions working collaboratively to discuss best practices to address the individual needs of all students: those who struggle, especially ELLS and SWD, those who are on grade level and those who are far above grade level.
- A Central Inquiry Team will be formed to discuss how to bridge the needs of students as they move from grade to grade.

Strategies to increase parental involvement

- Teachers will inform parents five times a year as to students' reading level.
- Literacy Coach will host a Breakfast with Books program where she will meet with parents and children together on a bi-monthly basis for a book talk. Select books will be read and discussed.
- Parent Coordinator and Literacy Coach will attend PTA meetings to share information and respond to parent questions.
- Parents will sign reading logs on a regular basis to work with teachers and track their child's reading.
- Kindergarten parents are invited to read aloud to the class.
- We will offer one or more parent workshops related to thinking maps and how they are being utilized by students.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Principal and Assistant Principal carefully review resumes that arrive at the school through mail or fax. Teacher Finder will also be used to explore potential candidates. Lastly, all candidates who apply to the school through the Open Market system will be considered.
- Candidates are interviewed by a committee that consists of the principal, assistant principal and teachers.
- Candidates perform demonstration lessons.
- Candidate's credentials are reviewed to insure that they meet highly qualified standards.
- Mentors are assigned to newly hired teachers.
- All staff members attend PD offered by principal, assistant principal, literacy coach, and network leaders. PD sessions occur on site during lunch meetings, as well as at various venues.
- Principal will work carefully with HR director to insure that all candidates meet HQT standards.
- Differentiated professional development opportunities will be created on an as-needed basis.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

SWD's, ELLS, and students identified as at-risk will participate in the DOE Extended Day program which will address the students' struggles in problem solving.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Reading Teacher yearly salary.
- IEP Teacher 5 days a week.

- Per-session teachers 1x per week in February – March 2012.
- Supervisor per-session 1 day per week after school.
- F-Status Literacy Coach 2 days a week.
- ARRA funds to support central inquiry team.
- Books to enhance classroom libraries.
- Consumable instructional materials for use during extended day program, as well as in our AIS after school program.

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	Math	Extended Day	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	Speech	OT					
K	0	0	22	N/A	N/A	1	0	0	5	0
1	10	0	25	N/A	N/A	4	1	0	1	2
2	11	3	27	N/A	N/A	5	0	2	1	0
3	10	10	23	N/A	N/A	6	0	1	1	0
4	8	9	27	0	0	10	0	1	1	0
5	13	8	27	0	0	4	0	2	2	0

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
ELA	Classroom teachers, SETSS teacher and Wilson Teacher, work with small groups of students who struggle with comprehension, decoding and vocabulary. These sessions take place at different times, during the day for two to three periods a week and after school for ELA test prep. Extra support will also be offered during our extended day sessions.
Mathematics	Classroom teachers, SETSS teacher and Remedial Math Teacher, work with small groups of students who struggle with number sense, fractions, geometry, measurement and problem solving. These sessions take place at different times, during the day for two to three periods a week and after school for Math test prep. Extra support will also be offered during our extended day sessions.
Science	Classroom teachers work with small groups of students who struggle with Science curriculum. These sessions, if necessary, take place before the school day during extended day time.
Social Studies	Classroom teachers work with small groups of students who struggle with Social Studies curriculum. These sessions, if necessary, take place before the school day during extended day time.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Parent consultation and referral to community services. • Short term counseling of children. • Consultation with teachers that may, if necessary, lead to special education referrals. • Observations of students in class. • Banana Splits program for children of divorce. • Developing proper socialization skills. • All services provided during the school day.
At-risk Services provided by the School Psychologist	Child Abuse Liaison, when necessary.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Parent consultation and referral to community services. • Short term counseling of children. • Consultation with teachers that may, if necessary, lead to special education referrals. • Observations of students in class. • All services provided during the school day and during extended day.
At-risk Health-related Services	Speech Therapy/Occupational Therapy – Students will be referred to PPT based on teacher, administrator, or parent recommendation. Students will be screened by speech therapist, occupational therapist and if appropriate will be given at least 6 weeks of at risk services. After that time it will be determined if services are necessary and if so, a referral will be made.

**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.

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 1st 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 asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- 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:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

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 MaryJo Pisacano	District 26	Borough Queens	School Number 041
School Name Crocheron School			

B. Language Allocation Policy Team Composition

Principal Sari Latto	Assistant Principal Joseph Ferrara
Coach Florence Zaccaria	Coach type here
ESL Teacher Maria D'Amelio	Guidance Counselor Marisa Sanfilippo
Teacher/Subject Area Marilyn Shusterman/Reading	Parent Kim D'Angelo
Teacher/Subject Area Janice Chew/3rd Grade Teacher	Parent Coordinator Mary Bow
Related Service Provider Susan Kahan, SIS	Other type here
Network Leader MaryJo Pisacano	Other type here

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

D. School Demographics

Total number of students in school	513	Total Number of ELLs	18	ELLs as share of total student population (%)	3.51%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The students who took the NYSESLAT the previous spring, and are still eligible for ESL instruction, are grouped according to grade and level of proficiency.

At the beginning of the school year letters are sent to parents in their home language. Non Entitlement letters are sent to those who have passed out of the ESL program. Continued Entitlement letters are sent to those students who have not mastered proficiency level. For new eligible students, Entitlement Letters, Parent Surveys and Program Selection forms are sent home, and then returned to the school. Parents attend an initial orientation during which a DVD titled: Orientation Video for Parents of Newly Enrolled English Language Learners is shown describing the options and programs available. Interpreters are provided along with the video being presented in various languages. In District #26 there are no Bilingual or Dual Language Programs, therefore all parents opted for the ESL Program and remained in our school.

After reviewing the Parent Survey and Program Selection forms over the past few years, it indicates that the parents at P.S. 41Q have requested our English as a Second Language (ESL) Program. This trend has been consistent and continues for the 2011-2012 school year.

Our program is aligned with parental request, as parental choice and options are always respected and fulfilled as per guidelines. Included in this orientation is an explanation of the State Standards and how we align our instruction according to these standards. We also explain to the parents the new assessments and present a general overview of the ESL Program. This meeting is held in mid September and repeated throughout the school year as needed. This is an ongoing process for new incoming students. In addition, there are opportunities for ELL parents to visit our school, confer with staff, and attend Parent Workshops. Throughout the school year, letters are sent home in the native language of the family and interpreters are provided for Parent/Teacher Conferences and any meetings held on school grounds.

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 checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	13	0	1	5	0	2	0	0	0	18
Total	13	0	1	5	0	2	0	0	0	18

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3			2	2	1								8
Chinese	1	1	1		1									4
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean					2	1								3
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1											3
TOTAL	5	2	2	2	5	2	0	18						

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?

A. Programming and Scheduling Information

At P.S.41Q, we use a Free Standing ESL Pull-Out model of instruction. All students are taught in English. Students have successfully moved through the program within two to three years and have proven to achieve the standards set for all students. Also, to further the growth and development of all the students in the curricula areas, students also receive a push-in model of instruction.

In our school we service ELLs according to state regulations. Beginning and Intermediate Level ELLs receive 360 minutes of instruction weekly. Advanced Level ELLs receive 180 minutes of instruction weekly.

Our ESL strategies are infused into content instruction. ESL methodology and instructional strategies are used to provide academic subject instruction to ELLs in achieving the state designated level of English Proficiency for the grade. Our expectations for our ELLs are to meet and exceed State and City standards.

The students are grouped homogeneously and heterogeneously for targeted areas of instruction. They participate in small group task orientated situations that guide the production of academic language in Math, Science, and Social Studies.

Ongoing assessment strategies are used to determine movement through content standards. Our lessons are designed to meet the standards while there is differentiation for students' needs. Content area instruction is supported by instructional materials of appropriate quality and aligned to the standard teaching materials. These materials include Scott Foreman Language Development Program that includes a text and activity book according to levels. Longman's Spin incorporates grammar, vocabulary, and writing as well as Longman's Picture Dictionary with songs and chants by Carolyn Graham. Another program that we use is the Oxford Picture Dictionary for Kids and for the Content Areas. This program has a workbook, content readings, content chants, worksheets, cassettes, and word and picture cards. We also use Rigby's, Literacy Tree for teaching thematic units. Mondo's, Let's Talk About It uses charts with colorful pictures to help students learn how to interpret the ideas of others as they read text. Students then begin to join in with the shared reading and begin to self correct to maintain accurate meaningful comprehension. Readers Theater is for all levels and age groups. It enhances vocabulary and develops fluency and expression by practicing text at an appropriate reading level. Additionally, we offer several web-based opportunities that address individual needs.

Computer programs such as Language Links by Laureate is a computer based intervention software that offers many advantages to the students. It provides highly structured interactions needed to illustrate formal aspects of language. This program is not used in isolation; it is used with listening, reading, and writing components in order to reinforce the acquisition of a particular skill. The program includes a feature that allows the teacher to use pre and post tests helping her evaluate the individual student. Additionally, we offer opportunities that address individual needs. This significant tool is Study Island. com, which allows the teacher to create individual assignments based upon the level of the child. The teacher is able to monitor student progress throughout the year. All work is customizable and incentives are built in. Once the child reaches a certain level of achievement, it unlocks games to reinforce work they have just been taught. For students requiring additional support with specific strategies, such as sequence of events, the website allows for the teacher to focus on those individualized strategies.

We do not any SIFE students enrolled in our school at this time, however, when we do we will use the following protocol. Each SIFE will be assigned to a mentor, most likely the ESL, AIS or resource teacher. The mentor will help to acclimate the students into a formal school setting. They will explain safety and academic routines, offer tours of the building, and offer a welcome packet which includes; translation glossary, Oxford picture dictionary, Longman's picture dictionary which includes music and chants on CD, notebooks, pencils, pens, highlighters. A student buddy will be assigned. All students will be provided with the mandated ESL instruction based on LAB-R results or previous NYSESLAT results. Instruction in the classroom will be differentiated as needed. Classroom teacher will use ESL strategies such as TPR and provide rich academic language through Isabel Beck's Elements of Reading. If necessary these students will be provided with any necessary at-risk services such as remedial math, OT, PT, Counseling, Speech, Fundation Reading program or the Wilson Reading program.

We have designed an instructional program which meets the individual needs of long term ELL's to help them achieve proficiency. We use a program called Mondo with specific emphasis on components that target the intermediate and advanced level students. It helps build vocabulary, address oral and reading fluency, integrates oral language with the writing process, and allows for opportunity to interact on a one to one basis. It elicits descriptive words and phrases using large pictures similar to those on the NYSESLAT. Additional support services may be utilized to facilitate the educational growth of these students including AIS (before and after school) and the summer program offered to second - fifth grade.

A. Programming and Scheduling Information

The present and former ELL students receive the appropriate test accommodations on all formal state tests, as well as, informal classroom tests. Former ELL students receive this accommodation for two years. The students are tested in a separate location, directions are read three times, and they receive time and a half on tests. When the state provides the exam in the students' native language, it is given to them. Glossaries are also provided to all ELL 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)			
100%	The needs of Special Education ELL children are met according to their IEP. At our school ELL's can receive additional support services i.e. Resource Room, Occupational Therapy, Speech and Language Therapy, Physical Therapy, and Guidance. They also receive AIS instruction in ELA and Math during the day, as well as			
75%				
50%				
25%				
0%				
	Dual Language			
100%				
75%				
50%				
25%				
0%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
0%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Targeted intervention for ELL's consists of receiving additional help in the form of AIS instruction, both during the day, during the extended day, and in after school AIS programs in math and reading. They participate in these services along with students who are proficient in English. Some of the programs include: Mondo's Let's Talk About It, which uses charts and pictures helping students to interpret the ideas of others as they read text and Reader's Theater which is used for vocabulary and content area learning. We also use Longman's Spin, which incorporates grammar, vocabulary, and writing, as well as, Longman's Picture Dictionary, with song and chants by Caroline Graham. Another program that we use is the Oxford Picture Dictionary for Kids and for the Content Area. This program has a workbook, content readings, content chants, worksheets, cassettes, and picture cards. In addition we use Scott Foresman's Language Development Program includes a text and activity book according to levels. Lastly, we use Rigby's Literacy Tree for teaching thematic units.

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?

Targeted intervention for ELL's consists of receiving additional help in the form of AIS instruction, both during the day, during the extended day, and in after school AIS programs in math and reading. They participate in these services along with students who are proficient in English. Some of the programs include: Mondo's Let's Talk About It, which uses charts and pictures helping students to interpret the ideas of others as they read text and Reader's Theater which is used for vocabulary and content area learning. We also use Longman's Spin, which incorporates grammar, vocabulary, and writing, as well as, Longman's Picture Dictionary, with song and chants by Caroline Graham. Another program that we use is the Oxford Picture Dictionary for Kids and for the Content Area. This program has a workbook, content readings, content chants, worksheets, cassettes, and picture cards. In addition we use Scott Foresman's Language Development Program includes a text and activity book according to levels. Lastly, we use Rigby's Literacy Tree for teaching thematic units.

The plan for continuing transitional support (two years) for ELL's reaching proficiency on the NYSESLAT is by continuing targeting instruction with materials aforementioned, in addition we use Getting Ready for the NYSESLAT by Attanasio and Associates which addresses the four modalities; listening, speaking, reading and writing.

On-going programs that have been implemented for the school year are Isabel Beck's Elements of Reading for Vocabulary grades K-5, Study Island grades 3-5, Dramatic Arts Program for Young Audiences, American Ballroom Theater for grade 5, Breakfast with Books, International Night, Science Fair, Band and Chorus, Basketball Team grades 4&5, and CIA (Crocheron Interest Academy).

The newest focus for our ELL's is also the focus for the whole school and that is the DOE Literacy and Math Tasks. In literacy our students are expected to respond to informational texts. In math, our students are expected to create viable arguments for solutions in math problems.

No programs will be discontinued for our ELL population.

All ELL's are afforded access to the self sustaining programs, which include Sports Variety Painting, Storybook Art, Lego Club, ELA and Math Preparatory Workshops, Jewelry Creations, Yoga, and Knitting and Crocheting.

Instructional materials used to support ELLs includes Curriculum Associates for Primary Grades, which is a series of books with rhyme and repetition that includes things to talk about and things to do. Celebration Press Words Their Way, Levels K-5, which helps children practice weekly words with daily activities. Saddleback Educational Publisher's Basic English Grammar, which provides basic instruction in the eight parts of speech as well as the standard patterns of English sentences. In addition, we also use the books and materials previously mentioned in Part III Programming and Scheduling Information.

Going beyond the needs of ESL services and increasing the level of differentiation we utilize Isabel Beck's, Elements of Reading program which allows students to hear and explore rich language in read aloud anthologies. This program offers authentic literature in which colorful and sophisticated vocabulary words are presented. Students learn new vocabulary through language. The program uses vibrant picture concept cards, where students are exposed to the multiple contexts of each word. This is incorporated in every classroom. It truly encourages students to become better readers and writers when they use these words in all subject areas.

Native Language Support is delivered in our ESL program model by encouraging students to express themselves through writing in their

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)?
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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?

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Native Language Support is delivered in our ESL program model by encouraging students to express themselves through writing in their native language, sharing books and tapes in their native language and incorporating diversity and celebrating all cultures.

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

Beginning

Intermediate

Advanced

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)?

There is no dual language program at P.S. 41Q

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

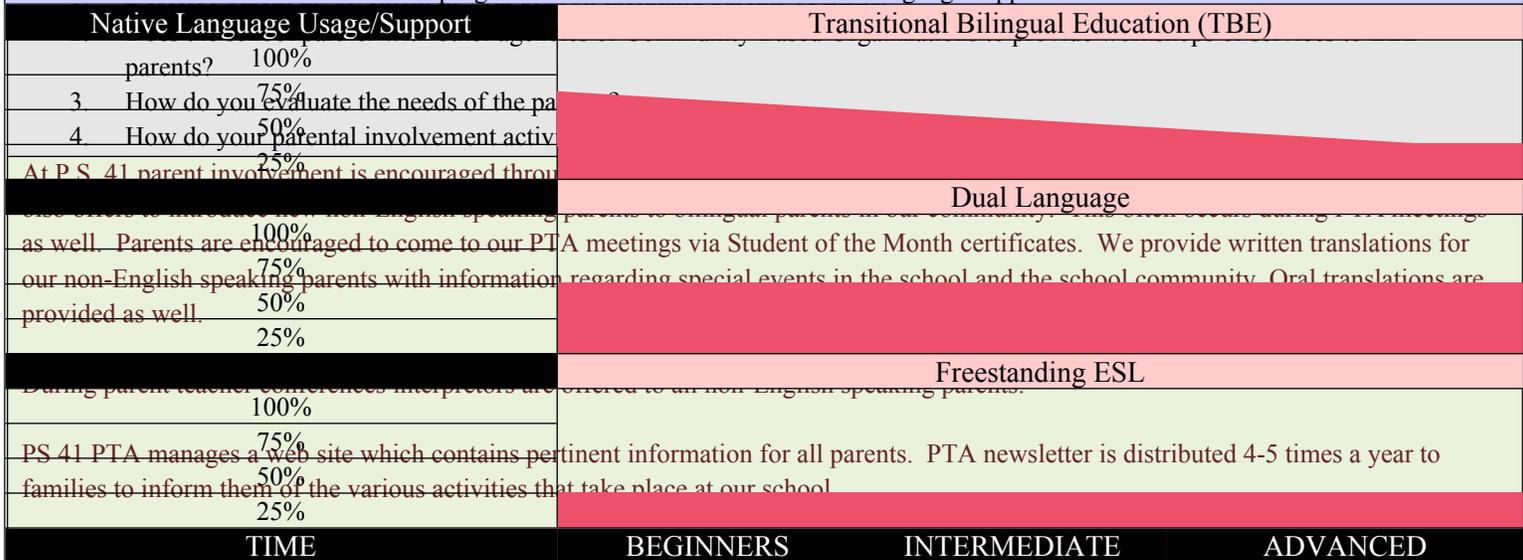
D. Professional Development and Support for School Staff

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

The professional development plan for all personnel at our school is presented throughout the year. Dates are as follows;
 9/7/11 (2 hours on literacy and math tasks which are aligned with the common core standards. We offered instructional support by providing ESL strategies which could help the ELL student successfully navigate the task.)
 10/20,21,22/11 (1 hour lunch meetings that addressed the importance of focusing on academic language to enable students to navigate complex texts.)
 11/8/11 (2 hours on UDL- Universal Design for Learning which addresses how ELL's could be supported in the classroom by using a variety of differentiated strategies.)
 12/7/11 (1 hour lunch meeting focusing on UDL strategies for differentiation for ELL's and SWD's)
 6/7/11 (2 hours on how we will address the needs of continuing and former ELL's for the upcoming school year.)
 We also conduct articulation meetings with each teacher of our ELL population. In addition we discuss strategies for how best to expose ELL's to academic language in order to support their learning.
 To assist ELLs as they transition from Elementary to Middle School, our school arranges tours to the prospective middle schools for our 5th grade students upon graduation.

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.



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

P.S. 41 parents are encouraged to participate in Community Based Organization workshops. All notifications of workshops are distributed

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?

At P.S. 41 parent involvement is encouraged throughout the school year. Our Parent Coordinator offers tours to incoming families. She also offers to introduce new non-English speaking parents to bilingual parents in our community. This often occurs during PTA meetings as well. Parents are encouraged to come to our PTA meetings via Student of the Month certificates. We provide written translations for our non-English speaking parents with information regarding special events in the school and the school community. Oral translations are provided as well.

During parent teacher conferences interpreters are offered to all non-English speaking parents.

PS 41 PTA manages a web site which contains pertinent information for all parents. PTA newsletter is distributed 4-5 times a year to families to inform them of the various activities that take place at our school.

During our International Festival our ELL parents are involved with cooking foods from their native countries, wearing their native costumes, and choreographing songs and dances from their culture.

P.S. 41 parents are encouraged to participate in Community Based Organization workshops. All notifications of workshops are distributed in the parent's native language.

The needs of ELL parents are evaluated through ongoing communication with our parent coordinator and ESL teacher by addressing their concerns and needs. We also have a communication notebook that travels back and forth from school to home to enable teacher and parent to communicate with each other. When necessary we utilize the DOE call center or bilingual teachers to serve as translators. Throughout the school year letters are sent home in the native language of the family to inform them of events or meetings in our school.

The academic needs of parents are addressed through Meet the Teacher Night in September, Math and Reading parent workshops, parent-student Breakfast with Books, Parent Read Alouds. The social needs are addressed through International Night, Halloween Party, Thanksgiving feast, Night of Giving (presents made and distributed to hospitalized children), Holiday Sale, and field trips throughout the year.

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.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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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?

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B. Programming and Scheduling Information--Continued

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Native Language Support is delivered in our ESL program model by encouraging students to express themselves through writing in their native language, sharing books and tapes in their native language and incorporating diversity and celebrating all cultures.

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.

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)?

There is no dual language program at P.S. 41Q

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.

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12/7/11 (1 hour lunch meeting focusing on UDL strategies for differentiation for ELL's and SWD's)

6/7/11 (2 hours on how we will address the needs of continuing and former ELL's for the upcoming school year.)

We also conduct articulation meetings with each teacher of our ELL population. In addition we discuss strategies for how best to expose ELL's to academic language in order to support their learning.

To assist ELLs as they transition from Elementary to Middle School, our school arranges tours to the prospective middle schools for our 5th grade students upon graduation.

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?

At P.S. 41 parent involvement is encouraged throughout the school year. Our Parent Coordinator offers tours to incoming families. She also offers to introduce new non-English speaking parents to bilingual parents in our community. This often occurs during PTA meetings as well. Parents are encouraged to come to our PTA meetings via Student of the Month certificates. We provide written translations for our non-English speaking parents with information regarding special events in the school and the school community. Oral translations are provided as well.

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The academic needs of parents are addressed through Meet the Teacher Night in September, Math and Reading parent workshops, parent-student Breakfast with Books, Parent Read Alouds. The social needs are addressed through International Night, Halloween Party, Thanksgiving feast, Night of Giving (presents made and distributed to hospitalized children), Holiday Sale, and field trips throughout the year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	5	2	2	2	5	2	0	0	0	0	0	0	0	18

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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?

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.

Part VI: LAP Assurances

School Name: <u>Crocheron School</u>		School DBN: 26Q41	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sari Latto	Principal		11/29/11
Joseph Ferrara	Assistant Principal		11/29/11
Mary Bow	Parent Coordinator		11/29/11
Maria D'Amelio	ESL Teacher		11/29/11
Kim D'Angelo	Parent		11/29/11
Marilyn Shusterman, Reading	Teacher/Subject Area		11/29/11
Janice Chew, 3rd Grade Teacher	Teacher/Subject Area		11/29/11
Florence Zaccaria	Coach		11/29/11
	Coach		11/29/11
Marisa Sanfilippo	Guidance Counselor		11/29/11
MaryJo Pisacano	Network Leader		11/29/11
	Other		11/29/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26q041 **School Name:** PS 41Q

Cluster: 2 **Network:** 2.05

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

There are interview conferences conducted by pedagogues as every ELL student arrives to register. Parent's primary language is noted and entered into ATS. The home language survey is given in the native language and an interpreter assists if needed. Interpreters are provided in school when possible or over the phone with Translation and Interpretation Unit.

Surveys are sent to parents in their native language asking whether they need interpretation during Parent-Teacher conferences. If so arrangements are made with LIS Interpreters to have interpreters present during scheduled conferences. In addition, all important notices are sent to the DOE Translation Services so that parents can read important information in their native language.

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.

For the last five years since we were able to take advantage of the interpretation allocation, we have found a marked improvement in communication during Parent-Teacher conferences. After the conferences more progress was noted for children whose parents don't speak English than in the past. Translated notices were responded to in greater numbers than before.

During the Parent-Teacher conferences we send letters to all parents whose primary language was not English. The letter was translated into the parent's native language. When requested, an interpreter was provided.

During the Parent-Teacher conferences we had requests for 16 Korean interpretations, 18 Chinese interpretations, and 8 Spanish interpretations.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Important notices will be translated by DOE translators. Notices need a two-week turn around time. There is no cost for the service. Notices will be translated into Korean, Chinese, Spanish and Urdu..

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.

At times, interpretation will be provided by parents, staff members or teachers when possible. At other times we will use the Translation and Interpretations Units free phone service. During PT conferences and some IEP conferences we will use LIS Interpretation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

A notice will be sent out in the beginning of the year informing parents of the right to have conferences interpreted for them in their language as well as to have important notices translated for them. They will also be informed that they will be receiving notification of important meetings in their native language. Our parent coordinator will help arrange these services.