



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ____PS 41 THE NEW DORP SCHOOL_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): ____31R041_____

PRINCIPAL: ____ELISE FELDMAN_____ **EMAIL:** ____EFELDMA2@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: ____MRS. ERMINIA CLAUDIO_____

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
Elise Feldman	*Principal or Designee	Signature On File
Mary-Ann Cornacchio	*UFT Chapter Leader or Designee	Signature On File
Maria Lombardi	*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>	
Stephanie Chan	Parent / member	
Matteo Pugliese	Parent Member/C0-Chairman	Signature On File
Demetra Stoupakis	Parent Member/C0-Chairman	Signature On File
George Castro	Parent Member/Time Keeper	Signature On File
Jackie Fileccia	Teacher Member/Reporting Secretary	Signature On File
Blaustein Illyse	Teacher Member/	Signature On File
Paloscio Julie M	Teacher Member/	Signature On File
Roxanne Neary	Parent Member/	Signature On File
William Farrell	Custodian-Teacher/ member	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

By June 2012 all students will participate in a Common Core aligned performance task measured by rubrics that are aligned to CCSS in ELA and Math. 75% of students will perform proficient or better.

Comprehensive needs assessment

- This goal was generated to meet the citywide instructional expectations for 2011-2012 and to support the findings of the School's Progress Report.

Instructional strategies/activities: In order to meet the demands of the CCSS, teachers will engage in weekly inquiry team meetings. During these meetings the teachers will assess student work in all academic areas and identify areas that need improvement or are common strengths within each grade. Teachers will reassess rubrics being used throughout the school to align them to the CCSS. Teachers will meet during common preps, monthly grade meetings and faculty conferences to review CCSS and its alignment to the curriculum. Lab sites are used as a model to show Best Practices. Instructional Team Meetings are held monthly in which teachers are invited on a rotating basis to discuss new mandates and requirements to meet the CCSS. CCSS are discussed across the curriculum to ensure that instruction is scaffolded throughout the grades. Ideas, lesson plans and Best Practices are shared to ensure that CCSS are being met. UFT Teacher Center in PS 41 offers Coach Study groups throughout the year to meet the needs of the teachers. Teachers are given time throughout the year to update curriculum maps and rubrics to match the instruction in the classroom based on CCSS. Exemplars and Anchor Papers are displayed and used in the classroom to encourage student performance and higher order thinking. To address the needs of children being evaluated, PPT/Intervention Team Meetings occur monthly. Student participation and achievement are encouraged through monthly math problems, word of the day and word problem of the month. These findings will provide the basis for differentiated instruction by skill, strategy, or unit of study in all subject areas in grades K-5. Using the Depth of Knowledge (DOK), Hess Matrix and the 6 Facets of Understanding to measure student progress as we close the achievement gap and lead students to higher student performance.

Strategies to increase parental involvement

- There will be parent workshops provided by the staff on CCSS throughout the year. Grade level workshops were held for parents regarding Common Core.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our staff currently meet the criteria for being highly qualified. We have a rigorous interview process with a team of teaching staff and administrators. We have a partnership with CSI to train and attract highly qualified teachers. Non-tenured teachers are matched with mentors. Grade meetings, collaborative inquiry team meetings, instructional teams, PD, and faculty conferences are places where teachers can collaborate and plan lessons that meet the needs of their students.

Service and program coordination

- The universal Pre-K is also aligning their curriculum to Common Core. Programs include Let's Talk About It which is a language development program and Houghton-Mifflin Thematic units.

Budget and resources alignment

- Title I and FSF funds pay for the Coach and CFN support. UFT Teacher Center is also a resource.
- As A Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, Title III Funds to implement this action plan to target from Sept. 2011 – June 2012

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

By June 2012, on the learning environment survey there will be an increase from 7.9% to 8.3% of parents who answer that they receive information about what their child is studying in school more than once a month.

Comprehensive needs assessment

- This goal was generated to meet the parent learning environment survey concerns.

Instructional strategies/activities

PS 41 offers a school website for parents to view the calendar and goals of each individual class. Teachers are given the opportunity to update the websites. Parents are kept up to date on their child's progress throughout the year by TC Student Letters, report cards and Parent/Teacher Conferences. Parents are also informed of upcoming skills and strategies by PTA Newsletters, classroom tests, review sheets and the Thinkcentral website. Parents are invited to monthly workshops as well as celebrations in the classroom to continue to be actively involved in their child's education. Acuity information is sent home for upper grades.

Strategies to increase parental involvement

- Use the marquis to update school activities and events. Parents are invited to celebrations, assemblies ,chat with the principal and PTA meetings, Family Fun Night and Parent-Teacher Conferences. Other celebrations include Math Fair, Literary Fair, Science Fair, IIM Fair, SEM Fair, concerts Art Expo,etc. Conferences are in the afternoon and the evening. Parents are able to access student resources/program for ELA and Math.

Strategies for attracting Highly Qualified Teachers (HQT)

- .All of our staff currently meet the criteria for being highly qualified. We have a rigorous interview process with a team of teaching staff and administrators. We have a partnership with CSI to train and attract highly qualified teachers. Non-tenured teachers are matched with mentors. Grade meetings, collaborative inquiry team meetings, instructional teams, PD and faculty conferences are places where teachers can collaborate and plan lessons that meet the needs of their students. Non-tenured teachers learn the strategies above with their mentor's help as well as the help of their colleagues.

Service and program coordination

- Universal Pre-K communicates weekly on learning expectations.

Budget and resources alignment

- Title I and FSF are the money sources used for supplies, AP salary, PC salary, parent supplies and raffles, refreshments, and translation services. Private donation from Fidelity.

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

By June 2012, there will be an increase of 5% of students who perform at proficiency or better as measured by New York State Math Assessment.

Comprehensive needs assessment

After careful analysis of the NYS Math Assessment, we noticed that we were able to move students from a performance level 2 to a performance level 3. The new challenge, however, is to maintain the students who perform at level 3 and increase the number who perform at a level 4. A new Math program that is aligned to the new CCSS was implemented.

Instructional strategies/activities

The new Go Math! program was introduced to the School Leadership Team and representatives from each grade in the spring of 2011. In October of 2011, all staff received professional development with a representative from Houghton-Mifflin. The instructional coach will continue to support teachers.

Strategies to increase parental involvement

- The instructional coach held parent meetings to introduce parents to the Go Math! program. The coach also introduced parents to Thinkcentral.com, which is a technological component of the program that allows parents to access assignments and instruction. During curriculum conferences, classroom teachers introduced the student learning outcomes of the Go Math! program.

Strategies for attracting Highly Qualified Teachers (HQT)

- All Classroom Teachers were trained with the use of the Go Math! program. The instructional coach supports the classroom teachers in the implementation of Go Math! Colleagues on each grade as well as the coach will provide guidance to teachers new to the school or grade.

Service and program coordination

All related service providers meet with classroom teachers to provide direct and indirect services and update parents on student progress regularly.

Budget and resources alignment

- Title I, NYSTL, FSF, school funds, Councilman Oddo and a PTA gift were used to purchase the Go Math! program. Staten Island Foundation provided funds for the professional development.
- As a Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, Title III Funds to implement this action plan to target from Sept. 2011 – June 2012.

ANNUAL GOAL #4 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 #4

By June 2012, every teacher will participate in Inquiry Teams as measured by ARIS Inquiry Spaces and Inquiry Team logs.

Comprehensive needs assessment

As per DOE expectations teachers found that the Inquiry Team structure was a helpful vehicle to identify systemic change for student progress.

Instructional strategies/activities

The Tuning Protocol will be used during selected Tuesday Inquiry Team Meetings. At each meeting we will use the following framework: Set an agenda to look at student work, set a focus of study (CCSS, running records- MSV, essay writing, math word problems, response to literature, short responses, long responses, questioning, vocabulary development, DOK, and student independence in learning). Each group of teachers will write an action plan, research on the topic, areas of concern, the findings, possible solutions, and possible outcomes. Teachers will set goals and criteria to measure success. Each Inquiry team will have an ARIS community to memorialize and document findings.

Strategies to increase parental involvement

- Parents are informed about programs/ strategies being implemented for extended day students via the PS 41 Handbook and the school website.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers are trained in the Inquiry team protocols and processes. The teams are facilitated by the collaborative efforts of the teachers and administration.

Service and program coordination

Pre-K teachers collaborate with the Kindergarten teachers during Inquiry Teams.. All related service providers are aligned with a grade for Inquiry.

Budget and resources alignment

- Title I, FSF, ARRA, for salaries and School-Based Option for Extended Day
- As A Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, Title III Funds to implement this action plan to target from Sept. 2011 – June 2012

ANNUAL GOAL #5 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 #5

By June 2012, there will be an increase of 5% of students who perform at proficiency or better as measured by the New York State ELA Assessment .

Comprehensive needs assessment

- After careful analysis of the NYS ELA Assessment, we noticed that we were able to move students from a performance level 2 to a performance level 3. The new challenge, however is to maintain the students who perform at level 3 and increase the number who perform at a level 4. A new ELA program that is aligned to the new CCSS was implemented.

Instructional strategies/activities

The new Journeys program was introduced to the School Leadership Team and representatives from each grade in the spring of 2011. In October of 2011, all staff received professional development with a representative from Houghton-Mifflin. The instructional coach provides on-going support.

Strategies to increase parental involvement

- The instructional coach held parent meetings to introduce parents to the Journeys program. The coach also introduced parents to Thinkcentral.com, which is a technological component of the program that allows parents to access assignments and instruction. During curriculum conferences, classroom teachers introduced the student learning outcomes of the Journeys program.

Strategies for attracting Highly Qualified Teachers (HQT)

All Classroom Teachers were trained with the use of the Journeys program. The instructional coach supports the classroom teachers in the implementation of Journeys.

Service and program coordination

All related service providers meet with classroom teachers to provide direct and indirect services and update parents on student progress regularly

Budget and resources alignment

- Title I, NYSTL, FSF ,school funds, Councilman Oddo and a PTA gift were used to purchase the Go Math! program. Staten Island Foundation provided funds for the professional development.
- As A Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, Title III Funds to implement this action plan to target from Sept. 2011 – June 2012

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	68	68	N/A	N/A	0	2	0	0
1	36	36	N/A	N/A	2	0	0	0
2	51	51	N/A	N/A	2	0	0	0
3	50	50	N/A	N/A	1	0	0	0
4	55	55	N/A	55	2	0	0	0
5	48	48	2	48	1	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • TC Assessments • RTI from Journeys • Book of the Month • My Sidewalks • Earobics • Foundations • Bookflix • Smartboard lessons • Test Prep -10 - 12 sessions in after school
Mathematics	<ul style="list-style-type: none"> • Everyday Math Games • RTI from Go Math! • My Sidewalks • Bookflix • Smartboard lessons • Test Prep 10 - 12 sessions in after school
Science	N/A
Social Studies	N/A

At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> ● One to one talk therapy ● Art Therapy ● Role therapy
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> ● One to one talk therapy ● Art therapy ● Role therapy
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**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)

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 Jose Ruiz	District 31	Borough Staten Island	School Number 041
School Name The New Dorp School			

B. Language Allocation Policy Team Composition

Principal Elise Feldman	Assistant Principal Adele Carbonella
Coach Francesca Montalti	Coach type here
ESL Teacher Julie Nygren	Guidance Counselor type here
Teacher/Subject Area Eileen Pirozzolo/Science	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Catalina Nancy Lombardi	Other type here
Network Leader type here	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		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	697	Total Number of ELLs	55	ELLs as share of total student population (%)	7.89%
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Part II: ELL Identification Process

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

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

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

In addition to using the LABR for initial placement, the ELL's in our school are administered the New York State English as a Second Language Achievement Test (NYSESLAT) every spring during the annual testing window. Based on their scores, they receive the mandated minutes of ESL service-that is to say, 360 weekly minutes for Beginners and Intermediates, and 180 weekly minutes for Advanced ELL's.

If the LABR needs to be administered, and the child is identified as needing ESL services, the child is enrolled in the appropriate program within 10 days. By formalizing the identification of ELL's during intake, our expectation is to streamline and improve our already efficient handling of the informational parent letters and the presentation of the parent video in the school's dominant languages so that we can better serve and place our ELL's in the timeliest of manners. As such, parents will understand all three parental choices-namely Dual Language (DL), Transitional Bilingual Education (TBE), and English as a Second Language (ESL) and respond promptly by returning the paperwork on the spot.

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained														0
Push-In	15	11	11	6	8	4								55
Total	15	11	11	6	8	4	0	0	0	0	0	0	0	55

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	14	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	36	0	4	19	0	5	0	0	0	55
Total	36	0	4	19	0	5	0	0	0	55

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	12	6	5	5	4	3								35
Chinese					1									1
Russian	1	4	2	1		1								9
Bengali														0
Urdu		2	1											3
Arabic	2		1											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1		1									2
Yiddish														0
Other <u>IT</u>					2									2
TOTAL	15	12	10	6	8	4	0	55						

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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	12	6	5	5	4	3								35
Chinese					1									1
Russian	1	4	2	1										8
Bengali														0
Urdu		2	1											3
Arabic	2		1											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1											1
Albanian					1									1
Other					2	1								3
TOTAL	15	12	10	6	8	4	0	0	0	0	0	0	0	55

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

ESL instruction continues this year as a blended push-in/pull-out model. The push-in occurs in Kindergarten as all of the ELLs except one are placed into 2 kindergarten classes. Ms. Nygren pushes into both of the Kindergarten classes for 360 mandated minutes per week. All teachers collaborate around the weekly read aloud and shared read to focus on language development and link to content areas such as Science and Social Studies. In the other grades, ELLs are grouped by Grades 1 and 2 and 3-5 for 360 minutes respectively. Advanced ELLs receive their minutes within these groupings as well, while the additional 180 minutes of ELA instruction is met by their classroom teacher. All groups are predominantly heterogeneously mixed, which best supports the development of English language skills at our school setting. Collaboration is made possible this year due to our new literacy program, Journeys which provides a strong ESL component that connects and supports our ELLs. The ESL teacher is also pushing in and collaborating during science periods in grades 2-4. These groups are focusing on developing listening, speaking, reading, and writing to deepen their comprehension of science and their ability to correctly express higher order thinking skills. The science teacher is adding QTEL activities to scaffold language as well as many speaking prompts and sentence frames. These science blocks are part of the mandated minutes as per CRPart154.

The ESL teacher holds monthly articulation meetings with the teachers on all grades to share ESL strategies so that content can be scaffolded for the ELLs in their classrooms. She also shares assessment information about L1 literacy, so that instruction can be differentiated for their needs. All Spanish speaking ELLs are administered the SPA LAB after the LABR. Many bilingual books, dictionaries, and glossaries are in use to assist in building literacy skills.

We currently have no SIFE students. If a SIFE student enrolls at our school moving forward, an assessment of literacy needs and skills would be conducted in both English and the native language where feasible. Once needs are determined their oral language would be encouraged using QTEL strategies that effectively accommodate students at all proficiency levels. We would incorporate the SIFE's native languages and prior knowledge, and include scaffolds such as visuals, graphic organizers, experiential learning, TPR and role-playing carefully differentiating the content, process, and product. We also have many bilingual books and curriculum materials in our library as well as content-area books written at lower levels and without diluted information.

For newcomers, the ESL teacher works in small focused groups providing specific scaffolds. During writer's workshop this could include using story boards, role playing, and practicing a story orally before writing it. They are also partnered with more advanced students who act as interpreters to check comprehension. All newcomers are encouraged to write in their native language in order to convey meaning. For reader's workshop, the students partner read and use talking prompts to develop oral language and strengthen comprehension. Reading in the native language is always encouraged and employed when there is literacy in the L1. In K-2, Ms. Nygren will engage the students through content area read aloud. Newcomers in grades 3-5 continue to use talking prompts during small group work, engage in QTEL

A. Programming and Scheduling Information

activities that incorporate learners at all proficiency levels in all four modalities, and participate in the deconstruction of “juicy” language to encourage their academic vocabulary, and critical thinking about how language works. This work accelerates their movement through the reading levels. This will enable them to read the more advanced language that they will encounter on the NYS ELA exam as well as other standardized tests.

The NYSESLAT data has revealed that our ELL’s on the Extension of Services report and receiving 4-6 years of ESL service need more work in reading and writing. To drive best instructional practices, the data used is not restricted to the NYSESLAT or the ELL Periodic Assessments. Concerning reading, the classroom teachers share information using TC running records for the ELL students. During extended day, we will also be working on deconstructing language, and engaging in expository NYSESLAT writing. Our Title III budget is being used to hire an F status teacher to provide additional support in the classroom. This time will be beyond the CRPart 154 mandate and will not supplant those required minutes. We are striving for a more consistent educational experience for the students and are achieving this through our dedicated collaborative efforts.

Currently we do not have long-term ELLs. However, for ELLs in the upper grades who could potentially be long-term ELLs, we have certain models of good instruction in place. In addition to all the reading and writing strategies that pertain to our students on the Extension of Services, we strive towards ways to increase motivation and engagement. All ELLs are invited to participate in the SEM (Schoolwide Enrichment Model) programming. Within this program the ELLs can choose a high-interest topic of study in which they will listen, speak, read, and write both with the group and independently.

All ELL-SWDs are closely monitored by the classroom teachers and service providers. Most of these ELLs are placed in a smaller group setting where certified teachers scaffold their instruction. Those students who are designated at risk are identified at the PPT meetings, so that more tiered intervention can be put into place. The ELL’s at our school are included in many intervention programs for ELA and Math. Intervention is also available in the content areas as it arises during the school year. Math, ELA, and Science test prep is offered during the year. Our Title III push-in will be a part of this work. Strategies such as turn and talk with speaking prompts are used to enhance verbal and comprehension skills.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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

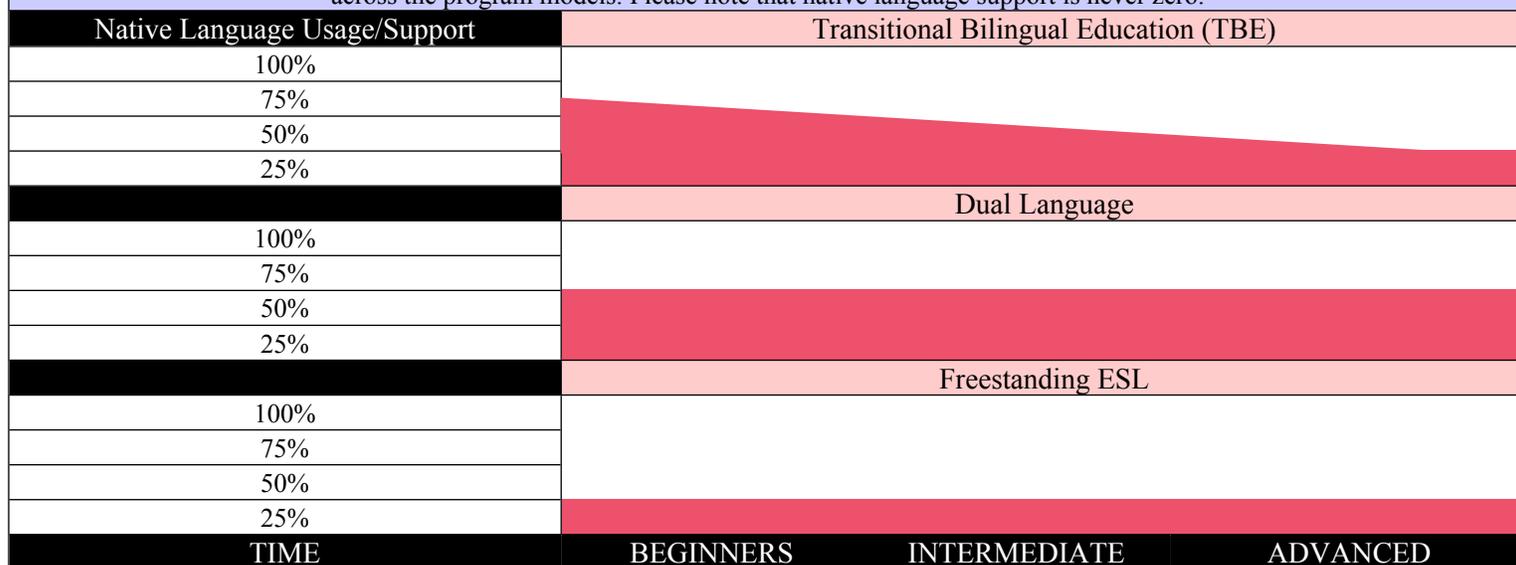
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language 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.

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)

B. Programming and Scheduling Information--Continued

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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?

This year the ELLs are targeted using the ELL resources available in our new "Journeys" literacy program, and the "Go Math" mathematics program. In reading these groups are the 13 percent that need support, as identified by the TCRWP assessments. For math instruction our math coach is using math exemplars in the classroom to assist the students struggling as well as to help the teachers expand and improve the strategies they use. The majority of ELLs and FELLs are receiving extended day services. All instruction is in English. The ESL teacher always supports the development of L1 whenever it makes academic sense and is feasible.

The FELLs at our school are also receiving assessment driven instruction to ensure success. When not meeting the grade level standard, they use the Journeys' interventions. They are primarily grouped with a classroom teacher who has current ELLs in the room, so that they benefit from the supports and scaffolds for ELLs that the classroom teacher uses in collaboration with the ESL teacher. The ESL teacher has monthly articulation meetings with classroom teachers to share assessment and teaching strategies.

Already mentioned, Journeys is our new literacy program that provides a spiraled curriculum from K-5 and is aligned to Common Core Learning Standards. We have discontinued our Teacher's College Reading program, as assessment has revealed that further gains need to be made. Our belief is that while this unified literacy curriculum will greatly enhance learning for all our students, it contains many crucial scaffolds for ELLs and FELLs. It has a strong focus on not only improving reading comprehension, but also weaves in meaningful vocabulary and grammar practice.

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

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

Our ESL teacher communicates at every opportunity with parents about the importance of L1 literacy. In addition to workshops and frequent conversations, she has a wealth of links and resources posted on our PS41 website to facilitate this development. Also as mentioned, she shares numerous books and resources in multiple languages that are available in the classroom.

All ELLs are placed in age-appropriate learning environments. The goal is to always scaffold grade level curriculum to meet the learner's needs. When a newcomer enters the program, all efforts are made to find native language supports that match the content studied as well as level-appropriate text that exposes the content being learned.

As a smaller school, we do not conduct activities for ELLs or any other students before the school year begins. We also do not offer language electives at this time.

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

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

The Parent Involvement in our school consists of Workshops, PTA meetings, Family Fun Nights, Celebrations, Bake Sales, Fundraising and Classroom activities.

The school partners with Community Based Organizations to provide additional workshops and services to the parents of our ELLs. Some of these partners include the JCC Jewish Community Center, WANY We are New York Conversation Groups (NYC Mayors Office), Health Plus, New York Public Library, Scalabrini Education Center, CCSE, Project Hospitality.

After sending home a request form for notices, documents and resources in their home languages, we evaluate their needs. We communicate with translation services and parents to reach out to all our families who might need attention. We send home notices in other languages with a tear off for comments and reach out to teachers to find out who might need some form of communication in other languages.

The parent involvement activities allow parents to be physically present in the school and participate in self help classes and workshops. There are postings in our main lobby in several languages with resources for all our parents needs.

We send home many documents, email, school messenger, parent/student handbook, discipline code and newsletter. These are other forms of communication and are in many languages.□□□□□

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)	6	2	1	0	0	1								10
Intermediate(I)	0	7	4	6	2	1								20
Advanced (A)	7	2	5	2	6	3								25
Total	13	11	10	8	8	5	0	0	0	0	0	0	0	55

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		3		3		0		8
6									0
7									0
8									0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The ELL's at our school currently use TCRWP, Foundations, and E-Pal to assess early literacy skills. The data is gathered quarterly and reveals strengths and weaknesses in the areas of reading competencies such as phonics, fluency, sight word knowledge, comprehension, etc. Small group instruction is planned based on these needs. Every unit of our new literacy program "Journeys" has ELL resources that are being used in the classroom and ESL pull-out. Intervention for the students meeting the following criteria will be provided using these materials and during targeted small group instruction. Thirteen percent of our ELLs are identified as "needs support" according to our TCRWP assessments. The LABR data reveals that many K students start out with strong verbal skills, often scoring advanced. However many do not remain advanced after taking the NYSESLAT at the end of Kindergarten. The NYSESLAT reveals that a majority of ELL's are more proficient in listening and speaking than reading and writing. However, a majority is becoming more proficient as they approach Grade 5. There is, however, a higher number of Intermediate ELLs in Reading and Writing this year in Grade 3. Again, these ELL's are instructed in targeted focus reading and writing groups. The ELL's who were not proficient on the NYSESLAT last spring tended to score a 2 on the ELA. The percentage of ELL's achieving proficiency on the ELA was highest in Grade 4. The ELLs meet grade level standard more so in mathematics than in reading. In meeting the Science Standards, all of our ELLs met the grade level standard and one surpassed this level by achieving a 4. In conclusion, ELL success is measured by looking at TCRWP, NYSESLAT, ELA, the NYS Math test, and NYS Scienc test. We find that the ELL Periodic Assessments are inadequate and do not address our needs.

Additional Information

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

Paste additional information here

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		3		1		4
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:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The New Dorp School		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elise Feldman	Principal		10/17/11
Adele Carbonella	Assistant Principal		10/17/11
Gail Curylo	Parent Coordinator		10/17/11
Julie Nygren	ESL Teacher		10/17/11
	Parent		1/1/01
Eileen Pirozzolo	Teacher/Subject Area		10/17/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Nancy Lombardi	Other <u>SETTS</u>		10/17/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R041 **School Name:** The New Dorp School

Cluster: 604 **Network:** CFN

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.

The Principal and the Parent Coordinator each summer copies all important documents that will be given out to all students in each native language as we identify those languages from the Home Language Survey during admissions. Then we follow-up with the classroom teachers and a parent interview during admissions. A month before each Parent teacher Conference we ask all parents in which language would they like to conference and do they need an interpreter. We also use the information from the Language Preference form on the DOE website and send that to all our parents too.

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.

We know we need the important information translated into the following languages: Spanish, Russian, Arabic, Urdu, and Chinese. During a PTA meeting and we informed our teachers.

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.

We submit our requests several weeks before Teacher Parent Conferences. We copy and send letters to the translation unit well in advance. We have the welcome poster displayed at our entrances. The Parent Coordinator has a bulletin board at the entrance that has translated versions of important notices and meetings. Important notices are displayed throughout the school year at the entrance in native languages.

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

When parents come to the school for a meeting we use the phone service from the translation unit. At school: staff, parents and students translate for parents at an as needed basis in their native language.

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>.

We gave out in September The Bill of Parents rights and Responsibilities. We post near the entrance the availability of interpretation services. Our Safety Plan does have provisions for non english speaking families. Our school messenger service sends announcements in two languages, Spanish and English.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The New Dorp School	DBN:
Cluster Leader: Jose Ruiz	Network Leader: Richard Gallo
This school is (check one): ✖conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ●Saturday academy ✖Other: push-in services
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ✖K ✖1 ✖2 ✖3 ✖4 ✖5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 0 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Due to low enrollment in our previous after-school Title III program we have returned to hiring a full-day teacher once a week to provide push-in services ELLs in grades K-5 during the regular school day. This teacher has a Masters Degree in literacy instruction and is working towards her ESL masters and certification. She is providing one 50-minute period of direct ESL instruction one day per week to each grade in the classroom. These minutes are supplementary and are not supplanting the regularly-scheduled minutes of ESL instruction as mandated by CRPart 154. Instruction is in English, but native-language support is always offered when applicable and feasible. The materials used are from our Journeys literacy program which has built in support for ELLs and from the work we did with Lily Wong Filmore and Maryann Cucciara on juicy words and non-fiction texts.

Part C: Professional Development

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

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

Begin description here: We attend trainings from OELL and we collaborate with classroom teachers, clusters and the ELL teacher. Our purpose is to have a greater access to all our ELLs during the school days that is supportive to the classroom programs in ELA, Journey's and Teacher's College Reading and Writing Project, and these assessments. One a week for 50 minute periods the teacher pushes into classrooms to continue the work of the ESL teacher. The Title 111 teacher will work from November through May in classrooms. She will enhance language development including vocabulary from the variety of workshops the teacher attend last year with Lily Wong Filmore.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: We are on a mission to ensure all our parents have access to the information from the DOE and from NYC. We want to ensure all our parents are informed. Our school has partnered with the JCC that provide english instruction and literacy skills so that more parents can speak and understand English. We also partnered with We Are NY a program for immigrants to learn how NYC agencies and the DOE work so that they can support their child at school. Currently we have about 20 parents enrolled in both programs. The JCC program runs from October through June 3 days a week, Monday, Wednesday and Friday. We are NY is a 10 week program on Thursdays. Both programs run for 2 hours. Parents were notified by letter and School Messenger Service in two languages, English and Spanish.

Part E: Budget

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

Allocation Amount: \$11, 200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	10,954	F STATUS TEACHER
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	255.00	2-Chinese/English picture dictionaries, 1-Ukrainian/English dictionaries, copy paper
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
TOTAL		

