



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** PS/IS 41

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 23K041

**PRINCIPAL:** T. SIEGEL      **EMAIL:** TSIEGEL@SCHOOLS.NYC.GOV

**SUPERINTENDENT:**      **A. CUMBERBATCH**

## 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
T. Siegel	*Principal or Designee	
S. Hill	*UFT Chapter Leader or Designee	
Delia Vargas	*PA/PTA President or Designated Co-President	
Mary Brent	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
J. Saunders	Member/UFT	
R. Carson	Member/UFT	
T. Vostok	Member/UFT	
V. Nelson	Member/Parent	
Ms. Deas	Member/parent	
Ms. Shaw	Member/parent	
Ms. Aye	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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 2013, school-wide safety and respect will improve as evidenced by a decrease in SAVE room teacher removals of 20%, referrals to special education by 15%, and a reduction in Principal's suspensions by 40%. The Safety and Respect score on the Learning Environment Survey will improve from 6.5 to 7.0**

### **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.
- **School safety and respect section of the learning environment survey continues to be the lowest scoring area. Improving and managing student behavior leads to an improved learning environment for all students.**

2009 – 2010 Safety and Respect score was 6.2

2010 - 2011 Safety and Respect score was 6.7

2011- 2012 Safety and Respect score was 6.5

### **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:  
Activity 1 – Classroom Based Intervention Plan(s) that includes behavior management plans with explicit rewards and consequences, as well as maintenance of anecdotal records and parent contact records. Supervisor as well as SBST support for classroom based interventions that include individual plans, classroom observation and targeted behavior modification.  
Target Population – all teachers  
Responsible Staff – Grade level supervisors and Dean  
Timeline – September 2012 – June 2013

Activity 2 – School-wide Intervention Plan that includes intervention by teacher/guidance/Dean for lesser infractions such as profanity use, verbal altercations, etc., school-wide STARRR student incentive program with daily shout-outs and reward programs. School-wide use of Four Focused Rules and Three Focused Consequences to unify behavioral expectations and response to infractions. In addition, intervention team will continue to meet on a monthly basis to address the needs of students that demonstrate at-risk behaviors based on the recommendations of classroom teachers and referrals by the dean.

Target Population – all students

Responsible Staff – all school staff

Timeline – September 2012 – June 2013 By January 2013, Online Occurrences will decrease by 20%

Activity 3- Implementation and use of Family Support Team as an intermediate step between classroom discipline and referral to the Dean. The parent coordinator and family worker will meet with parents to support cooperative interventions for students that demonstrate behavioral challenges.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Monthly family events to improve school/home connection and promote positive interactions**
- **Intervention team outreach to families to address individual student concerns**
- **Parent resource library to provide supportive information to parents**
- **Promotion of and training for Learning Leaders program**

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
  
Guidance staff will continue to work with outside agencies through referrals for students in need. Partnership with Single Parent Resource Center will continue to provide Life Skills training for students and parent workshops. Title I set aside to STH will be utilized to provide instructional materials to students as well as other school supplies and at home support materials.

## 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 2013, 30% of general education students in grades 4-8 will achieve level 3 or higher on the NYS ELA exam. By June 2013, 22 % of students in grade 3 will score level 3 or higher.**

### **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.
- In 2011/2012, student performance in ELA was only 19% for GE students and 2.1% for SWD, scoring level 3 or higher. Only 18.5 % of grade 3 scored level 3 or higher.
- In 2010/2011, student performance in ELA was only 26% for GE students and 4% for SWD, scoring level 3 or higher. Only 13% of grade 3 scored level 3 or higher.
- In 2009/2010, student performance in ELA was 27% of GE and 5% SWD scoring level 3 or higher, with 23% scoring level 3 or higher in grade 3

### **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  
**Activity 1. Infusion of ELA strategies across the curriculum through the development of unit plans and curriculum maps based on the Common Core Learning Standards and utilization of student work to prepare students for the completion of CCLS aligned tasks. Classroom teachers and clusters will incorporate vocabulary development, reading skills and strategies as well as fluency development in all content areas, and receive feedback regarding the effectiveness of this from supervisors.**

Target Population- classroom teachers and clusters

Responsible Staff-Grade level supervisors and teacher teams responsible for the development and implementation of units and maps during teacher team meeting time and through per session activity. Cluster teachers responsible for vocabulary development and ELA

strategies use in content/subject areas

Timeline-October 2012 through June 2013

**Activity 2. Use of Treasures Reading program**

Target population-current grade 3 students

Responsible Staff-grade supervisor, grade level teachers

Timeline-September 2012-June 2013. By January 2013, 25% of the students in grade 3 will move up 2 levels in reading

**Activity 3. Classroom coaching and professional development for Self-Contained, ICT and SETTS teachers provided by Special Education Support Instructional Specialist to improve the delivery of ELA instruction to SWD population, professional development by assistant principals for general education teachers**

Target population-teachers of SWD students in all programs, general education teachers

Responsible staff-SEIS personnel, Supervisor of Special education

Timeline-October 2012-June 2013

**Activity 4. Provision of Academic Intervention Strategies for students performing below grade level.**

Target Population-RTI-Grades K-5 using I-Ready, Achieve 3000 and Pearson Math in Grades 6-8, After school program grades 3-8 for specific students, including overage students.

Timeline-October 2012-2013

**Responsible Staff-RTI teacher, Middle School teachers, Assistant Principals**

**Steps to include teachers in decision-making -**

Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments. Staff will determine a percentage of increase in student performance that will be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed. Grade teams will also meet weekly and plan for effective alignment of instruction to the CCLS, with the development of unit plans and grade level tasks. Teacher Leader Fellows and Instructional leads will provide turn-key training and professional development to classroom teachers.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Monthly family events to improve school/home connection and promote positive interactions**
- **Intervention team outreach to families to address individual student concerns**
- **Parent resource library to provide supportive information to parents**
- **Promotion of and training for Learning Leaders**

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy  X  Title I   Title IIA   Title III   Grants   Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Guidance staff will continue to work with outside agencies through referrals for students in need. Partnership with Single Parent Resource Center will continue to provide Life Skills training for students and parent workshops. Title I set aside to STH will be utilized to provide instructional materials to students as well as other school supplies and at home support materials.

### **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 2013, SWD in grades 3-8 will improve their performance on the NYS ELA as evidenced by a 5 % increase in the number of students scoring level 2 and 8% scoring level 3 or higher.**

#### **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.

An analysis of the performance of SWD on the NYS ELA exam shows that the students are consistently performing far below other groups and struggle to meet AYP goals. For school years 2008/2009 and 2009/2010, SWD made AYP in ELA through Safe Harbor. In 2010/2011, SWD did not make AYP%. In 2009/2010, only 5% of SWD scored level 3 and in 2010/2011, only 8% scored at this level. For SY 2011/2012, only 2.1% scored level 3.

#### **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:
  - Activity 1. Classroom coaching and professional development for Self-Contained, ICT and SETTS teachers provided by Special Education Support Instructional Specialist to improve the delivery of ELA instruction to SWD population**
    - Target population-teachers of SWD students in all programs**
    - Responsible staff-SEIS personnel, Supervisor of Special education**
    - Timeline-October 2012-June 2013**
  - Activity 2 – Special Education supervisor and Special Ed. Instructional Lead will work with all teachers of SWD to identify key areas for improvement based on data derived from NYS ELA item analysis. In addition, specific strategies for improvement in ELA will be identified and implemented. By January 2013, 20 % of SWD will move 1 reading level**
    - Target population – teachers of SWD in all programs**
    - Responsible staff – Special Education supervisor and Special Education Instructional lead**

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Monthly family events to improve school/home connection and promote positive interactions**
- **Intervention team outreach to families to address individual student concerns**
- **Parent resource library to provide supportive information to parents**

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Guidance staff will continue to work with outside agencies through referrals for students in need. Partnership with Single Parent Resource Center will continue to provide Life Skills training for students and parent workshops. Title I set aside to STH will be utilized to provide instructional materials to students as well as other school supplies and at home support materials.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	I-Ready ELA –K-5 Achieve 3000-6-8 Common Core Clinic	Small Group Computer based, individual Small group	During the School Day During the School Day After school
Mathematics	I-Ready Math-K-5 Pearson Math-6-8 Common Core Clinic	Small Group Computer based, individual Small group	During the School Day During the School Day After school
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer Mediation ERRSA counseling Crisis Intervention	Small group One to One	During School Day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

*Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.*

*The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*

*Instructional leads and Teacher Leader Fellows will work with and support struggling and non-highly qualified teachers.*

*Support of SESIS staff member from CFN for teachers working with SWD, a challenging population*

*PD360 used to support individual teachers with targeted professional development based on identified needs*

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- 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;
- encouraging more parents to become trained school volunteers through the Learning Leaders program
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school calendar 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 1<sup>st</sup> 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; Parent Coordinator schedules meetings for parents with teachers, supervisors etc.
- 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; Translated documents are provided in all languages needed, including Spanish, Bengali, French Creole, and Chinese
- 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; Documents translated into
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact; through the School Leadership Team
- 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; (on site interpretation provided in Spanish, French Creole, Chinese)

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member; (distributed at the beginning of the year)
- 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; Open House, Family Nights, PA meetings, workshops

*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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Jose Ruiz/Robert Hernandez</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>041</b>
School Name <b>Franci White School</b>			

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

Principal <b>Theresa Siegel</b>	Assistant Principal <b>Kripanand Mohan</b>
Coach	Coach
ESL Teacher <b>Ain Jiang</b>	Guidance Counselor <b>Carol Garden</b>
Teacher/Subject Area <b>A. Hemlock</b>	Parent <b>Delia Vargas</b>
Teacher/Subject Area <b>Ms. Martin</b>	Parent Coordinator <b>Velma Gamble</b>
Related Service Provider <b>Gloria Tingué</b>	Other
Network Leader <b>Robert Hernandez</b>	Other

### C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

### D. School Demographics

Total number of students in school	<b>652</b>	Total Number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>5.83%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. At registration, parents are given a Home Language Survey to complete in their native language; an informal interview is also conducted with the parents and the student in their native language and in English. The HLIS and the interview are administered by licensed pedagogues, including the ESL teacher who speaks Chinese, the Spanish language teacher and/or the attendance teacher speaks Haitian. These pedagogues assist with the completion of the HLIS. If the HLIS and the interview indicate that another language is spoken in the home, a certified ESL teacher will administer the LAB-R to identify the child as an ELL. The certified ESL teacher then hand scores the exam. If the result of the LAB-R indicates that the student is entitled for ELL services, then the parent is invited to a parent orientation where the parent will receive information about ELL programs in NYC. The student is placed in a program as per the parent's choice. The whole process is completed within ten days. The Spanish speaking students are also administered the Spanish LAB by certified Spanish speaking pedagogue; this test is also hand-scored before it is sent to the scanning center.

ELL students are administered the NYSESLAT in the spring of each school year to determine their proficiency level and their continued entitlement to ELL services. The ATS report, RLER, provide the list of all the ELLs who have to be tested with the NYSESLAT. This exam is administered by the licensed ESL teacher who pulls out the elementary students during the time schedule for the four parts of the exam; the middle school students are scheduled to report to the ESL classroom where the listening, reading and writing sections of the test are given as a group; the speaking part is administered individually.

2. In order to enable parents to make a sound educational decision, as to which program best meets the needs of their child, parents participate in several activities before they make the decision. Within ten days of registration, parents of students eligible to receive ESL services are sent an entitlement letter in both English and their native language. This letter includes the child's score on the LAB-R and the date of the parent orientation meeting. The orientation is held in the parent language by an assistant principal, the certified ESL teacher, the Spanish language teacher and if needed by the attendance teacher. During the meeting, a video is shown that describes all three programs offered in NYC. The presentation is done in the parent's native language. Also, during the meeting, parent brochures are distributed (in the native language) parent surveys and program choice forms are completed with the assistance of an interpreter and returned the same day. Parents understand that they have the option to transfer their children to another school where the program they want is available. Meanwhile the school keeps the track of parent choice and placement letters in file with the understanding that if the school gets the required number for a bilingual program, it will fulfill the requirements.

3. Parents receive entitlement letters as soon as students are tested and the results found and the parents make the choice. The management of these documents is handled by the pupil accounting secretary and the ESL teacher.

4. Placement letters are distributed to parents at the orientation meeting, if the parents choose the school's free-standing ESL program for their child. Parents are informed in their native language in person that the school only offers ESL. The school manages to honor parent's choice. At this time, ESL is the only program available at PS/IS 41. This is based on the grade span of ELL students as well as the fluctuating ELL population. If at any time, the number of ELL students within a single grade or within a two grade span, reaches 15, the school will seek to open a self-contained bilingual class. At this time parents requesting bilingual and dual language programs are

referred to the district office. Each year, in September continuing entitlement letters (in parents native language) are distributed to those ELL students who are determined to require continuing service based on the NYSESLAT exam from the previous spring. These documents (program choice forms, entitlement and placement letters), are maintained in file by the ESL teacher.

5. Approximately 90% of parent choice over the past several years is for the ESL program that exists in the school. Parents want their children close to home and enrolled in the same school as their siblings. A few parents request alternative services, such as full time dual language or transitional bilingual programs. In these cases, the school works with the district family advocate to locate schools with the other programs. If at any time, ELL students numbers justify it, a bilingual program will be sought.

6. The limited number of parents seeking alternative services to those provided by the school has prevented the option of TBE from becoming a pressing concern. The program offered in the school is aligned to the parents choices because 90% of parents choose the ESL program. If the number of ELL students is enough to have a bilingual class, PS/IS 41 is willing to do that.

2.

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	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	38	Newcomers (ELLs receiving service 0-3 years)	22
Special Education	10		

Number of ELLs by Subgroups					
SIFE	5	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	5

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22	5	4	11	0	3	5	0	0	38
Total	22	5	4	11	0	3	5	0	0	38

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**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																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

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	1	3	3	8	6	4	2	6	2					35
Chinese		1												1
Russian														0
Bengali				1		1								2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
<b>TOTAL</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>9</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. The school offers a pull-out English as a Second Language program model. A licensed ESL teacher pulls out entitled ESL students from their classes. There are thirty-eight students that receive this service. Beginning and Intermediate level students will receive 360 minutes per week, and Advanced level students will receive 180 minutes of ESL instruction per week and 180 minutes of ELA. Students receive the required ELA instruction in the classroom. Students are grouped based on proficiency level whenever possible and every effort is made to insure that students from no more than two contiguous grade levels are in a group. Grade appropriate as well as proficiency level materials are utilized by the ESL teacher.

2. Beginning and Intermediate level students will receive 360 minutes per week, and Advanced level students will receive 180 minutes of ESL instruction and 180 minutes of ELA per week. Students are grouped based on proficiency level whenever possible and every effort is made to insure that students from no more than two contiguous grade levels are in a group. Grade appropriate as well as proficiency level materials are utilized by the ESL teacher. Group size has increased this year to insure the adequate number of minutes for ESL students. Elementary school students are picked up for the services and middle school students report to the program as scheduled. Student-teacher ration in the pull-out model does not exceed 14:1. In all classrooms, teachers use ESL strategies to teach content areas. ELLs are also supported through using dictionaries and ELLs are allowed to talk to their peers in their native language.

3. The ESL teacher will follow standards-based instruction. Students will be taught ELA and content area vocabulary based on Visions program and the Ellis computer-based software in order to incorporate writing and the content areas across the curriculum. In addition, the ESL teacher incorporates TPR (total physical response) as well as the use of realia with those students at the lowest proficiency levels.

## A. Programming and Scheduling Information

Students will read at least 25 books. Native language support is given in the ESL program. Technology is incorporated into the classroom to facilitate comprehension in ELA, Math, Science, and Social Studies. Students are paired with each other and content area teachers incorporate ESL strategies in the classroom.

4. All Spanish speakers are administered the Spanish LAB to determine their native language proficiency.

5. SIFE students are provided with an extra period of ESL instruction and are invited to participate in any after school or weekend programs offered to obtain additional support. Teacher-made assessments are used to detect student's level of academic knowledge and metacognitive skills. During ESL instructional periods, SIFE students are taught using additional visual aids and computer software. The ESL teacher works with homeroom teachers to assist with student transitions. For long-term ESL students, more instructional emphasis would be shifted to the areas of need. More visual aids, audio teaching materials and technology will be applied to everyday ESL instruction and teacher-student interactions. In addition, students are invited to participate in the morning, afterschool and weekend programs geared at improving their reading and writing skills.

The instructional plan for newcomers is to use the LAB-R as the basis for support. TPR, graphic organizers, and hands-on activities will be utilized to develop communicative and academic skills. Non- English speaking students will be provided with a buddy student as well as a staff member to assist with daily school work and other issues. Newcomers are also invited to participate in all supplemental programs.

For students receiving service for 4-6 years, there is an emphasis on the development of reading and writing skills, both in the ESL program and in the classroom. Many student with this level of service have been able to score well in listening and speaking but still do not score high in reading. In addition to participating in their regularly scheduled ESL classes as recommended by the CR Part 154 regulations, they also participate in afterschool and Saturday program funded by the Title III grant.

6 and 7. There is articulation between the ESL teacher and the Special Education teacher to align instruction to the students' needs as recommended by their IEP as well as providing students with the instructional ESL minutes based on their proficiency level and the CRpart 154 regulations. In addition, the instructional plan for alternative placement Special Education is to provide visual aids and audio teaching materials. Students are encouraged to make connections between the second language and their own cultures. Prior knowledge is used to boost the ESL students' cognitive and academic development. The instructional plan for ELL-SWDs is to use Achieve 3000 computer programs, Vision Textbook A,B and C, Ellis program. These programs allow ELL-SWDs to learn with audio/visual aids in the least restrictive environment.

### 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

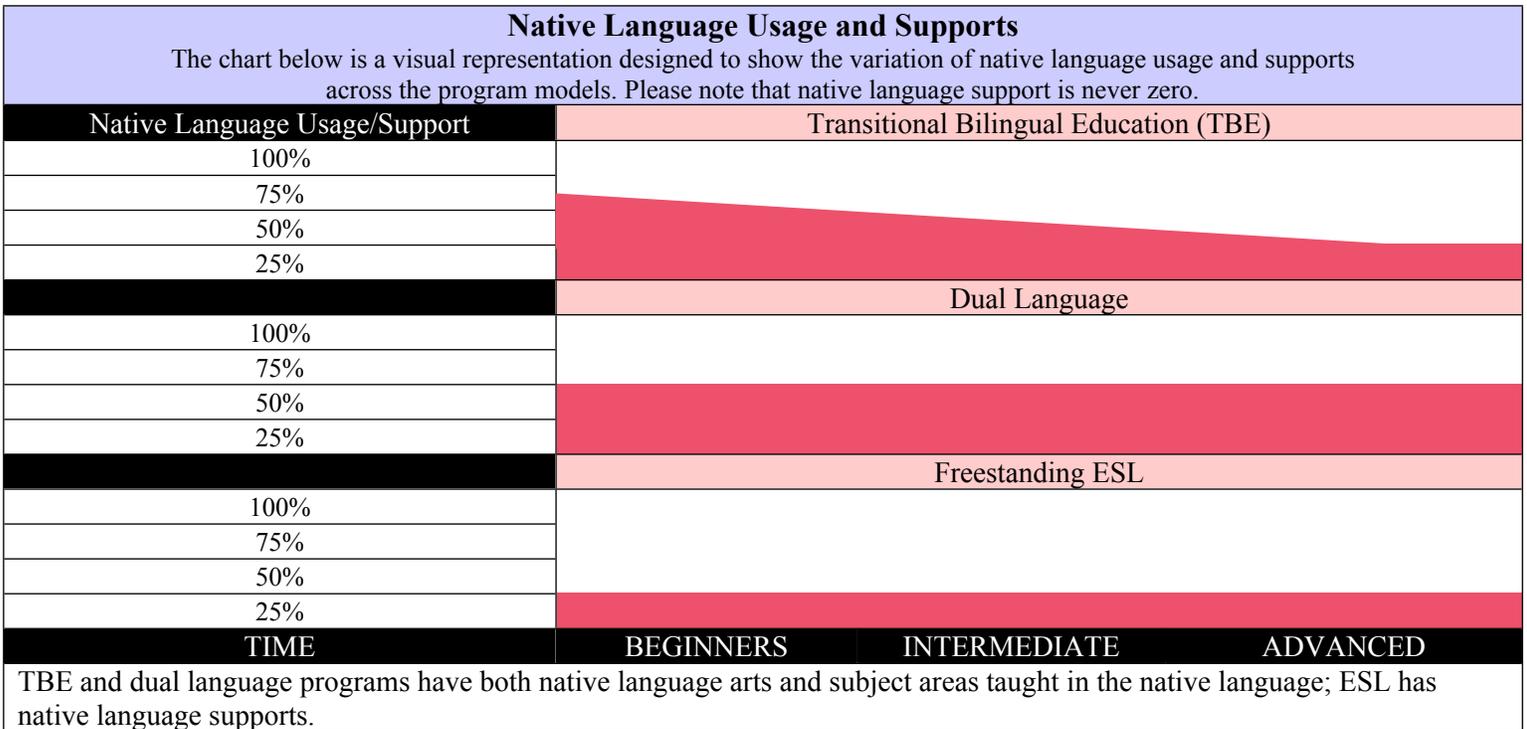
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here

8. This year, two programs will be offered that are open to all students, with ELL's included. These programs are an after school program and a Saturday program. These services are offered in grades 3-8 only. Early childhood ELL's are part of the extended day program. All programs are offered in English. Instruction in all these programs focuses on the development of content area vocabulary. This covers all content areas and supports ELL students in their development of the English language skills.
9. The transition plan for students reaching proficiency is to service the students by the ESL teacher for a year to further develop and enrich academic language in an interactive learning environment. Testing accommodations, such as separate location, extended time, use of bilingual dictionaries and glossaries, will be provided for up to two years and will include extra time and separate location.
10. During the upcoming school year, there will be an increased focus on the development of vocabulary knowledge across the curriculum.
11. None
12. ELL students are afforded equal access to all programs. For example: the after school and Saturday programs, as well as the extended day program are inclusive of ELL students. Materials utilized in these programs focus on language development for all students, with an emphasis on improving reading skills and comprehension. These programs will be funded through Title III and Title I funds. The goals and rationale of these programs is to improve all students' proficiency in ELA and Math.
13. The ESL teacher will follow standards-based instruction. Students will be taught ELA and content area vocabulary based on Vision and the Ellis computer-based software in order to incorporate writing and the content areas across the curriculum. Students will read at least 25 books. Native language support is provided through using story books in student language, bilingual dictionaries and through communicating with their peers in their native language. Technology is incorporated into the classroom so that students can receive more instruction in ELA, Math, Science, and Social Studies. The electronic programs, Achieve 3000 and ELLIS are also used to improve the students' reading and writing skills.
14. Students are paired with each other to provide native language support and they are also afforded the opportunity to use dictionaries and glossaries.
15. Required services and support correspond to students' age and grade level.
16. We provide support for the transition of Pre-k students from local programs into our school. This is done through an open house in the Spring.
17. Spanish

### 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.

Paste response to questions 1-3 here

1-3.To ensure the best learning results from the ESL students, training and support will given to classroom teachers, particularly the ESL teacher and special education teachers by the ELL team from the CFN. School administrators, ESL teacher, with the support of the CFN will co-plan school-wide professional development workshops for all staff (including administrative, instructional and support staff) that address the needs of ESL students such: Language Allocation Policy; Scaffolding Instruction for ELLs, Teaching Content Vocabulary, etc... Record of the completed 7.5 hours requirements of ELL PD is kept byPrincipal and the ELL Coordinator in he ESL file.

### E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents are invited to participate in school activities through the PTA and the School Leadership Team. Parent volunteers assist with morning activities and dismissal and also attend monthly family "night"activities. The PAC and the parent coordinator also provide workshops for parents. Translation at these events is offered to Spanish speaking parents through bilingual parent PA members. If additional languages such a Chinese and Haitian Creole are required, staff members are requested to provide this service.

2. At this time, the school does not partner with any CBO's in regard to services for ELL parents.

3. Parents needs are evaluated through the school survey and PTA meetings. School surveys are provided in parents native language.

4. Parent involvement activities address the needs of parents to the extent possible. PC workshops and information sessions have included such topics as health insurance, housing, NYS testing etc...

## 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)		2	2	1	1	0	0	4	1					11
Intermediate(I)		1	0	7	1	2	0	1	1					13
Advanced (A)	1	1	1	1	1	4	3	2	1					15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	1	4	3	9	3	6	3	7	3	0	0	0	0	39

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	1	0	0	0	0	1	0				
	I	0	0	0	0	0	0	0	0	0				
	A	1	3	2	0	3	3	1	4	2				
	P	0	1	0	3	3	2	1	1	0				
READING/ WRITING	B	1	3	2	2	1	0	0	4	1				
	I	0	1	0	7	2	3	0	1	1				
	A	0	0	1	0	3	2	2	1	0				
	P	0	0	0	0	0	0	0	0	0				

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

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

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**

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

Paste response to questions 1-6 here

1. Early childhood students are assessed with ECLAS 2. In grades 1 and 2 this is done in the fall and in the Spring. Kindergarten students are assessed mid-year. ELL students in these grades assess generally at similar levels to the non-ell population, particularly in grades K and 1. Students arriving in the school as non-english speakers make rapid progress in kindergarten and grade 1. For older students the LAB-R is used as a literacy assessment tool. In terms of the instructional program, much of the general population require vocabulary and other forms of language development. The early childhood program incorporates a variety of listening speaking reading and writing activities that benefit all of the students.
2. The data reveals that students reach proficiency much more quickly in listening and speaking than in reading and writing.
3. Instruction will focus on the area of reading and writing.
4. There is concern in regard to proficiency levels as students move to higher grades, but they score better on exams taken in English.. This is attributed to the struggle for proficiency in all students. Currently, only a small percentage of students school wide are demonstrating proficiency on NY state exams. Students continue to struggle to achieve level 3, regardless of language status
5. N/A
6. The program for ELL's is evaluated based on the progress ELL students make on the NYS state exams.

### 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:** Francis White School

**School DBN:** 23K041

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: Francis White School

School DBN: 23K041

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Theresa Siegel	Principal		11/10/11
Kripanand Mohan	Assistant Principal		11/10/11
Velma Gamble	Parent Coordinator		11/10/11
An Jiang	ESL Teacher		11/10/11
Delia Vargas	Parent		11/10/11
A. Hemlock	Teacher/Subject Area		11/10/11
Ms. Martin	Teacher/Subject Area		11/10/11
	Coach		
	Coach		
Carol Garden	Guidance Counselor		11/10/11
Roberto Hernandez	Network Leader		
Gloria Tingue	Other <u>Related Service</u> <u>Prov</u>		11/10/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **23k041** School Name: **Walter Francis White**

Cluster: **6** Network: **611**

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

**Part A: Needs Assessment Findings**

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

A review of student home language surveys indicates that the majority of students have English as their home language. Spanish is the other dominant language that is spoken at home. A small number of parents speak languages other than Spanish or English, including Haitian Creole and Chinese.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The school's oral and written translation needs are for translation of information into Spanish, with two additional languages-one family requires Bengali translation and the other requires Chinese. This information was shared with the school community during the annual Title 1 meeting and at the SLT.

## Part B: Strategies and Activities

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

Written translations are provided through the use of Microsoft translation tool. This tool provides for translation into Spanish and Chinese. For the Bengali translation, the school utilizes an online translation device that translated the information into Bengali as it is typed. All Department of Education documents are provided through the DOE. translated documents

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

Oral translation services are provided by in house staff that speaks the language of the parent, which includes atwo paras that speak Spanish, as well as a classroom teacher and the school psychologist. Our ELL teacher provides for Chinese oral translation. In termsof the Bengali oral translation, the father speaks English as do both of the children.

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>.

The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

The school will post in a conspicuous location a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

C. The school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS/IS 41	DBN: 23K041
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

### 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: PS/IS 41 currently has students eligible for service in grades K, 2, 3,4,5,6,7,8. The number of students per grade is small but the range of grades is wide. The afterschool program would be divided into grade bands that would cover K-3 (11 students), 4-6 (7 students) and 7-8(6 students) and serve 24 students in total. Three Common branch teachers would be hired to provide instruction to the individual grade band classes. A certified ESL teacher would also be hired to serve as a co- teacher for each group. The ESL teacher will work for 45 minutes a week with each of the three classes. The ESL teacher will work on Tuesday with the 4-6 grade and 7-8 grade groups. The ESL teacher will work on Thursdays with the K-3 group, thereby being able to spend additional time with the larger group of younger children. The majority of the children have higher scores in Listening and Speaking and need the most help in reading and writing. For the students with limited spoken English, Ellis software will be used to support oral language development. For those students with higher scores on the listening and speaking sections of the NYSESLAT, the focus of the program will be to improve English vocabulary skills and support their development of independent reading skills through the use of leveled reading material and a vocabulary development program. All classes in the program will meet twice a week from 3:00 to 4:30. It will begin during the first week of December and continue for 15 weeks, terminating approximately April 18, 2013. Funds will be used solely for this program. Materials to support the program will be purchased with separate funds.

### 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: The teachers hired to work in the program will receive professional development around the use of vocabulary development strategies to improve language acquisition. Workshops will take place on Monday, January 28, Monday, February 11, and Monday March 11, 2013 at three o'clock. These will be 90 minute workshops and will be provided by CITE.

### 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

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here: PS/IS 41 will provide parent engagement activities for the parents of ELL students to support their understanding of the Common Core Learning Standards, Strategies to Support Language Development at Home and Homework Helper. These three 90 minute workshops will take place in January, February and March be provided by PS/IS 41 staff members and translation will be provided. Parent will be notified in their native language of these events both in writing and through SchoolMessenger.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		

**Part E: Budget**

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

Allocation Amount: \$

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