



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EMMA L. JOHNSTON

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

PRINCIPAL: FRANTZ LUCIUS

EMAIL: FLUCIUS@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mr. Frantz Lucius	*Principal or Designee	Signatures are located on file at the school.
Ms. Lurline Heyward	*UFT Chapter Leader or Designee	Signatures are located on file at the school.
Ms. Charmaine Wright	*PA/PTA President or Designated Co-President	Signatures are located on file at the school.
Ms. Earllene Wilson	DC 37 Representative, if applicable	Signatures are located on file at the school.
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. Charmaine Ricketts	Member/Teacher	Signatures are located on file at the school.
Ms. Tamara Foy	Member/Teacher	Signatures are located on file at the school.
Ms. Marcia Walker	Member/Teacher	Signatures are located on file at the school.
Ms. Kelli Williams	Member/Parent	Signatures are located on file at the school.
Ms. Catasia Williams	Member/Parent	Signatures are located on file at the school.

Ms. Althea Leslie	Member/Parent	Signatures are located on file at the school.
Ms. Christine Carr	Member/Parent	Signatures are located on file at the school.

** 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

- By June 2013 the number of ELL and Students With Disabilities in grades 2-5 making a year's progress in ELA will increase by 3% as measured by Fountas and Pinnell reading levels and scale scores on the Spring 2013 NYS ELA standardized test.

Comprehensive needs assessment

Based on the data analysis collected over the past two years from the state assessments, it was evident that the ELLs and the SWDs were not performing as well as the other students. As a result, we concluded that they are a priority group for the year 2012-2013.

ELA Scores for ELL's and English Proficient

17K241	All Grades	2011	ELL	22	647	5	22.7	12	54.5	5	22.7	0	0.0	5	22.7
17K241	All Grades	2011	EP	215	672	8	3.7	70	32.6	128	59.5	9	4.2	137	63.7
17K241	All Grades	2012	ELL	20	655	4	20.0	11	55.0	5	25.0	0	0.0	5	25.0
17K241	All Grades	2012	EP	224	672	15	6.7	67	29.9	131	58.5	11	4.9	142	63.4

MATH Scores for ELL's and English Proficient

17K241	All Grades	2011	ELL	28	667	5	17.9	13	46.4	9	32.1	1	3.6	10	35.7
17K241	All Grades	2011	EP	216	697	5	2.3	42	19.4	96	44.4	73	33.8	169	78.2
17K241	All Grades	2012	ELL	26	669	5	19.2	11	42.3	10	38.5	0	0.0	10	38.5
17K241	All Grades	2012	EP	224	690	15	6.7	58	25.9	91	40.6	60	26.8	151	67.4

General trends indicate that the number of English Language Learners scoring at Level 3 & 4 slightly increased in both ELA and Mathematics. The ELA score increased from 22.7 in 2010-2011 to 25.0 in 2011-2012. In Mathematics the score increased from 35.7 in 2010-2011 to 38.5 in 2011-2012. There is a need to continue to improve in both mathematics and ELA.

ELA Scores of Students with Disabilities and Students without Disabilities

17K241	All Grades	2011	Not SWD	202	673	6	3.0	63	31.2	124	61.4	9	4.5	133	65.8
17K241	All Grades	2011	SWD	35	650	7	20.0	19	54.3	9	25.7	0	0.0	9	25.7
17K241	All Grades	2012	Not SWD	198	675	5	2.5	57	28.8	127	64.1	9	4.5	136	68.7
17K241	All Grades	2012	SWD	46	652	14	30.4	21	45.7	9	19.6	2	4.3	11	23.9

MATH Scores of Students with Disabilities and Students without Disabilities

17K241	All Grades	2011	Not SWD	209	696	6	2.9	43	20.6	90	43.1	70	33.5	160	76.6
17K241	All Grades	2011	SWD	35	676	4	11.4	12	34.3	15	42.9	4	11.4	19	54.3
17K241	All Grades	2012	Not SWD	204	694	7	3.4	50	24.5	89	43.6	58	28.4	147	72.1
17K241	All Grades	2012	SWD	46	662	13	28.3	19	41.3	12	26.1	2	4.3	14	30.4

In 2011-2012 trends indicate that our SWD scores decreased. In ELA the number of Level 3 & 4 students dropped from 25.7 in 2010-2011 to 23.9 in 2011-2012. The mathematics scores show a drastic decline from 54.3 in 2010-2011 to 30.4 in 2011-2012. There is a need to improve in both ELA and Mathematics.

Instructional strategies/activities

- Activity #1
 - a) Professional Development: PD will be given under the following topics: Common Core Standards as they relate to ELLs and SWD, and DOK as it relates to ELLs and SWD, assessment of ELLs and SWD, use of data to differentiate lesson planning, and PD on ESL methodology.
 - b) Responsible Members: Principal, Assistant Principal, Network Achievement Coach, ESL teacher, data specialist, and other Lead Teachers
 - c) Implementation Timeline: September 2012 through May 2013

- Activity #2
Title III After School Program and Saturday Academy: Students are receiving instruction from qualified ESL teachers in the After-school Title III program. Qualified ESL teachers are using research based materials such as “Treasure Chest” In the Saturday School program qualified SWD teachers are using research based materials as well. They are using Kaplan, SRA, CAMS and STAMS.

Responsible Members: Principal, Assistant Principals, Network staff, and ESL and SWD teachers

Implementation: November 2012 to April 2013

Steps for Including teachers in the decision-making process:

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

Strategies to increase parental involvement

- Title 1 and ESL teachers will conduct workshops to support the parents of ELL and SWD.
- AP, Parent Coordinator and other staff members will attend PTA meetings regularly to share information on the Common Core Standards, City Wide expectations and respond to parent questions and inquiry.
- The school will conduct parent workshops that address the common core standards during PTA meetings.
- The school will host a “curriculum night” and distribute user-friendly materials and guides.
- The school will create and distribute a newsletter, (Haitian-Creole and Spanish) which will contain tapes for parents on how to promote reading, help with homework, etc...
- Parents will be trained and encouraged to access ARIS PARENT LINK and the ps241.org website.

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 X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

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 2013 the number of students making a year’s progress in ELA as measured by the NYS ELA exam will increase by 3%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

NYS ELA Scores for All Students in Grades 3-5

17K241	All Grades	2011	All Students	237	670	13	5.5	82	34.6	133	56.1	9	3.8	142	59.9
17K241	All Grades	2012	All Students	244	670	19	7.8	78	32.0	136	55.7	11	4.5	147	60.2

A review of the school’s data shows student performance trends and indicators of progress. In 2011-2012, student performance for all grades on the English language Arts test remained basically the same with only a .3 increase in Level 3 and 4. The data also indicates that there was an increase in students scoring on Level 1. There is a need to increase our Level 3 & 4 scores and decrease in Level 1 & 2. The data indicates a large percentage of students falling in the Level 2 category. There is a need to decrease students’ scores in Level 2.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Teachers will participate in professional development in the Engage NY program and differentiation of instruction (mainly DOK) conducted by outside consultants such as LCI, CFN 401, Title 1 teachers and APs.
 - b) Students will participate in AIS and/or ESL services.
 - c) Students’ independent writing notebooks will be monitored monthly to determine growth and writing volume.
 - d) At risk students will participate in Extended Day and Saturday Academy.
 - e) Students will be assessed every six weeks using the benchmark assessment supplied by the Fountas and Pinnell Reading Program.
 - f) School will subscribe to Brain Pop and Award Reading online programs.
 - h) Implementation of Common Core reading bundles designed by DOE.
 - i) Implementation of the Reading Rescue program with grades 1-5 at risk students.

Responsible Staff Members: Principals, APs, Network staff, Classroom teachers, Title 1 teachers, and After-school teachers

Implementation Timeline: September 2012 – June 2013

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

Strategies to increase parental involvement

- Title 1 workshops
- ELA workshops
- CCS workshops

- New York State ELA assessment workshops
- Meet-the-teacher night
- Parent-teacher conference
- Parents newsletter
- Updates on School Website

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

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

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 2013, the number of students making a year's progress in Mathematics will increase by 3% as measured by the NYS Math exam.

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.

NYS Math Scores for All Students in Grades 3-5

17K241	All Grades	2011	All Students	244	693	10	4.1	55	22.5	105	43.0	74	30.3	179	73.4
17K241	All Grades	2012	All Students	250	688	20	8.0	69	27.6	101	40.4	60	24.0	161	64.4

Math scores have decreased by 9 percentage points, dropping from 73.4 in 2010-2011 to 64.4 in 2011-2012. The data indicates that there was an increase in both Level 1 and Level 2. Level 1 increased from 4.1 in 2011 to 8.0 in 2012 and Level 2 increased from 22.5 in 2011 to 27.6 in 2012. Comparing 2010-2011 scores to 2011-2012 shows a need to increase Math scores in Level 3 and Level 4.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Students will be assessed every six weeks using the Everyday Math assessments or Math In Focus assessments.
 - b) Teachers will participate in professional development in mathematics by Aussie, Network staff, and Math in Focus consultants.
 - c) Students will participate in AIS and ELL services.
 - d) Students' math message and math notebooks will be monitored on a bi-monthly basis to determine growth.
 - e) Implementation of 90 minute math block.
 - f) School will subscribe to Brainpop.com and STMath.com.
 - g) Implementation of math Problem of the Month addressing all learning levels.
 - h) Implementation of Common Core Math bundles developed by DOE.
 - i) Extended Day Program for students who are below grade level using intervention materials such as S.T.A.R.S. and C.A.R.S.

Responsible Staff Members: Principals, APs, Network staff, Classroom Teachers, After school teachers, and Title I teachers

Strategies to increase parental involvement

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

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

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

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 2013, the number of parents who participate in school activities, attend parent/teacher conference, or fill out the learning environment survey will increase by 5% as measured by the logs of attendance of school events kept by the Parent Coordinator, logs of attendance at PTA meetings, logs of attendance of parents that attend parent/teacher conference, and the number of parents that complete the learning environment survey.

Comprehensive needs assessment

- A review of parent attendance data reveals that the number of parents attending PTA meetings has decreased by at least 10%. The decrease in parental involvement has a direct impact on student learning. There had been a 9 percent point drop in math last year.

Instructional strategies/activities

N/A

Strategies to increase parental involvement

- Send monthly parent calendar home to parents
- Make use of School Messenger to notify parents about meeting and school events.
- Hold Honor Roll Breakfast & Luncheon.
- Continue with enrollment in the Learning Leaders program.
- Conduct frequent trainings for Parent Volunteers.
- Hold curriculum training sessions for parents
- Hold Back-to-School Night sessions for parents.
- Make positive phone calls to parents.
- Provide translators for parents at PTA meetings.
- Translate all home communications in the primary languages of the school.
- Encourage parents to communicate with their child's teacher via the ps241.org website.
- Provide training on ARIS for parents.
- Hold workshops for parents on special education reform.

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 X Title I _____ Title IIA X 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).
- **The principal together with the Parent Coordinator, Title 1 teachers, PTA and SLT members will combine their efforts in order to conduct parent outreach.**
- **Throughout the year the Parent Coordinator will conduct a series of workshops on Common Core Standards, test preparation, Title 1 Math and Reading, ESL and Students with Disability, ARIS and Parent Link.**
- **The School Leadership Team (SLT) will encourage parents to participate by doing presentation on school governance at PTA meetings.**
- **The technology teacher will conduct workshops for parents on the various technology programs that are available to students at home and at school (e.g) Brainpop.com, Uptown Education, ST Math.**
- **We will make use of the school messenger to alert parents to school programs and activities.**
- **Classroom teachers will donate their time to organize 'back to school night' for parents.**
- **Principal will host honor roll breakfast and luncheon throughout the year for parent of students who are high achievers.**

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

- Improve teacher effectiveness by developing a shared understanding of instructional excellence.

Comprehensive needs assessment

- The spring 2012 quality review revealed a lack of opportunities for teacher development, and a shared understanding of instructional excellence.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) The Danielson's Framework for Teaching and Learning will be used for observing and providing actionable feedback to all teachers.
 - b) Teachers will self-assess on selected components of the Danielson Rubric on ARIS Learn.
 - c) The Professional Development Committee will develop and implement a coherent, differentiated PD plan for teachers that integrate the selected components of the Danielson Rubric.
 - d) School leaders set up and follow a schedule for teacher observations & feedback using the Danielson Rubric.
 - e) Individual PD plans for each teacher with delineated steps for progress & movement to the next level within the continuum.

Strategies to increase parental involvement

- N/A

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 X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Principal, Assistant Principals, Network staff, and TEP coach will conduct 6 formative observations for each teacher using selected components of the rubric to provide meaningful feedback.

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.

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.

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	<p><u>BrainPop</u> - This program creates animated, curriculum-based content that engages students, supports educators, and bolsters achievement. The program’s on-line educational resources include BrainPop Jr. (K-2), Brain Pop, Brain Pop Espanol, and Brain Pop ESL.</p> <p><u>Award Reading</u> – An interactive, web-based, student-centered learning component that allows practice of actual text reading. The program enables students to build, strengthen, and reinforce reading skills as they navigate a self-paced instructional path. Motivational features provide students with incentives to practice.</p> <p><u>Buckle Down</u> - This series includes rigorous practice and in-depth coverage of the Common Core State Standards. In keeping with the familiar <i>Buckle Down</i> format, lessons begin with an easy-to-read explanation of a concept, followed by</p>	<p><u>BrainPop</u></p> <ul style="list-style-type: none"> • Small group instruction • At home online <p><u>Award Reading</u></p> <ul style="list-style-type: none"> • Small group instruction • At home online <p><u>Buckle Down</u></p> <ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • Before school during extended day period • During the school day • After school <p><u>Award Reading</u></p> <ul style="list-style-type: none"> • Before school during extended day period • During the school day • After school <p><u>Buckle Down</u></p> <ul style="list-style-type: none"> • Saturday Academy

	<p>Tips for scaffolded support. Key skills are introduced and examples walk students through the ELA concepts, step by step.</p> <p>SpellRead – This is a small group reading intervention program that focuses on phonological automaticity and reading fluency while providing explicit comprehension, vocabulary instruction and opportunities for writing.</p> <p>Wilson Reading System- a highly structured remedial program that directly teaches the structure of the language to students and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction.</p>	<p>SpellRead</p> <ul style="list-style-type: none"> • Small group instruction <p>Wilson Reading System</p> <ul style="list-style-type: none"> • Small group instruction 	<p>SpellRead</p> <ul style="list-style-type: none"> • Before school during extended day period • During the school day <p>Wilson Reading System</p> <ul style="list-style-type: none"> • During the school day
<p>Mathematics</p>	<p>Achieve It!: This program targets instruction for test success. This program is a research-based program that provides differentiated instruction to children, helping each student to maximize his or her growth potential. The program diagnoses test readiness, accommodates different kinds of learners, targets specific skills and emphasizes specific strategies to solve problems.</p> <p>BrainPop - This program creates animated, mathematics curriculum-based content that engages students, supports educators, and bolsters achievement. The program’s on-line educational resources include BrainPop Jr. (K-2), Brain Pop, Brain Pop Espanol, and Brain Pop ESL.</p> <p>Math Playground - An on-line Math Program for students who need a fun way to practice math facts. Math Playground includes a wide variety of math topics, from problem solving and mathematical art to real life</p>	<p>Achieve It!</p> <ul style="list-style-type: none"> • Small group instruction <p>BrainPop</p> <ul style="list-style-type: none"> • Small group instruction • At home online <p>Math Playground</p> <ul style="list-style-type: none"> • Small group instruction • At home online <p>ST Math</p> <ul style="list-style-type: none"> • Small group instruction • At home online 	<p>Achieve It!</p> <ul style="list-style-type: none"> • During the school day <p>BrainPop</p> <ul style="list-style-type: none"> • During the school day • After school <p>Math Playground</p> <ul style="list-style-type: none"> • During the school day • After school <p>ST Math</p> <ul style="list-style-type: none"> • During the school day • After school

	<p>math. This program is used in the auditorium, during inclement weather recess.</p> <p>ST Math – An on-line comprehensive, grade-level math program that utilizes Spatial-Temporal (ST) reasoning to teach math concepts that are aligned to state standards.</p> <p>Buckle Down - Lessons introduce key skills and use examples to walk students through the math concepts, step by step. Each unit ends with a Practice Test that evaluates student progress and proficiency. students get both targeted review and extensive practice on open-ended questions.</p>	<p>Buckle Down</p> <ul style="list-style-type: none"> • Small group instruction 	<p>Buckle Down</p> <ul style="list-style-type: none"> • Saturday Academy
Science	<p>All students are provided AIS through the Science Cluster Program. The students are given additional support using FOSS materials. The cluster teacher also collaborates with the classroom teacher to ensure cohesiveness in covering the curriculum.</p> <p>BrainPop – This program creates animated curriculum-based content in science that engages students and bolsters achievement.</p>	<p>FOSS</p> <ul style="list-style-type: none"> • Cluster program instruction 	<p>FOSS</p> <ul style="list-style-type: none"> • During the school day
Social Studies	<p>Time for Kids – Time for Kids is a division magazine of <i>Time</i> magazine that is produced especially for children. It contains some national news, a “Cartoon of the Week”, and other features in its weekly eight pages. It also runs special edition issues, a website which offers daily news coverage and is the home of the Time for Kids “Kid Reporter”</p>	<p>Time for Kids</p> <ul style="list-style-type: none"> • Small group instruction <p>BrainPop</p>	<p>Time for Kids</p> <p>During the school day</p> <p>BrainPop</p>

	<p>program. BrainPop – This program creates animated curriculum-based content in social studies that engages students and bolsters achievement.</p>	<ul style="list-style-type: none"> • Small group instruction • At home online 	<ul style="list-style-type: none"> • During the school day • After school
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The Guidance Counselor works with children who are having behavioral difficulties in class and supports the classroom teachers.</p> <p>The Social Worker provides social services and assistance to improve the social and psychological functioning of children and their families.</p> <p>The School Nurse provides first aid services to all students, and also provides skilled nursing services to those students with a documented need.</p> <p>An Automated External Defibrillator program is in operation at our school. CPR and AED training have been provided to the staff.</p> <p>Physical Education and Fitness provides students with physical activities to improve health</p> <p>Vision Screening - Trained Learning Leader Volunteers assist with vision and screening.</p>	<p>The Guidance Counselor</p> <ul style="list-style-type: none"> • Small group instruction • One-to-one <p>The Social Worker</p> <ul style="list-style-type: none"> • Small group instruction • One-to-one <p>The School Nurse</p> <ul style="list-style-type: none"> • One-to-one <p>An Automated External Defibrillator program</p> <ul style="list-style-type: none"> • One-to-one <p>Physical Education and Fitness</p> <ul style="list-style-type: none"> • Group instruction <p>Vision Screening</p> <ul style="list-style-type: none"> • One-to-one 	<p>The Guidance Counselor</p> <ul style="list-style-type: none"> • During the school day <p>The Social Worker</p> <ul style="list-style-type: none"> • During the school day <p>The School Nurse</p> <ul style="list-style-type: none"> • During the school day <p>An Automated External Defibrillator program</p> <ul style="list-style-type: none"> • During the school day <p>Physical Education and Fitness</p> <ul style="list-style-type: none"> • During the school day <p>Vision Screening</p> <ul style="list-style-type: none"> • During the 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.

Recruitment

- Administrative staff will regularly attend hiring fairs to recruit highly qualified Common Branch and Special Needs Licensed teachers.
- Mentors are assigned to new and struggling teachers
- We will continue to support the teachers in their ongoing education, which will lead to the completion of a license/tenure making them highly qualified teachers.
- We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum.
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.

Retention, Assignments and Supports

- Teachers throughout the school will be provided with high quality professional development across the grades to support teachers in implementing instruction in accordance with the Common Core Learning Standards.
- We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- Weekly Grade Meetings that provide teacher support through common core aligned curriculum-planning, goal setting for teachers and students, shared assessment and the analysis of data.
- Participate in Teacher Effectiveness Program (TEP) to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS.

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; Workshops will be conducted at various times including evenings and weekends to accommodate all parents.
- 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:

- Send monthly parent calendar home to parents
- Make use of School Messenger to notify parents about meeting and school events.
- Hold Honor Roll Breakfast & Luncheon.
- Continue with enrollment in the Learning Leaders program.
- Conduct frequent trainings for Parent Volunteers.
- Hold curriculum training sessions for parents

- Hold Back-to-School Night sessions for parents.
- Make positive phone calls to parents.
- Provide translators for parents at PTA meetings.
- Translate all home communications in the primary languages of the school.
- Encourage parents to communicate with their child's teacher via the ps241.org website.
- Provide training on ARIS for parents.

Hold workshops for parents on special education reform.

- 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;
- maintaining 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 homework and submit all assignments on time;
- follow the school rules and be responsible for all 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 Groll/ Roxan Marks	District 17	Borough Brooklyn	School Number 241
School Name Emma L Johnston			

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

Principal Frantz Lucius	Assistant Principal Valeria Godbred, Derek Jones
Coach N/A	Coach N/A
ESL Teacher Marie Jean, ESL	Guidance Counselor Frank Alcamo
Teacher/Subject Area Dianne Garnett/Elementary	Parent Charmaine Wright
Teacher/Subject Area N/A	Parent Coordinator Paulette Morrissette
Related Service Provider Marcia Walker	Other Mathilde Avitus-Crepin
Network Leader Roxan Marks	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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	38
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	620	Total Number of ELLs	70	ELLs as share of total student population (%)	11.29%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Paste response to questions 1-6 here

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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
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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	3	2	1									9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1											3
Haitian	1	3	5	1	2	1								13
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	8	8	13	12	3									44
TOTAL	10	15	22	15	7	1	0	70						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1) How is instruction delivered?

a. What are the organizational models?

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

b. What are the program models?

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

a. Describe your instruction plan for SIFE?

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

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

A. Programming and Scheduling Information

- Recognition of Students' native language
- b. Describe your plan for ELLs in US schools less than three years; specify your instructional plan for these students.
The instructional plan for ELLs in US schools after one year is as follows:
 - Intensive English language development instruction, teaching social and academic language in small group settings
 - Extended 50 minute block small grouping
 - Title III After-school Program
 - Individual tutoring
 - Language development
 - Cooperative learning
 - Integrated cultural activities
 - Recognition of Students' native language
- c. Describe your plan for ELLs receiving service 4 to 6 years

The ESL teachers as well as the classroom teachers will follow the Children's Initiative Curriculum using the balanced literacy program which consists of:

- Independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, vocabulary word study.
- Cooperative learning
- Title III After-school program
- Integrated cultural activities
- Recognition of Students' native language
- d. Describe your plan for Long-Term ELLs (completed 6 years)

The ESL and classroom teachers will reinforce the understanding of the learning strategies that will prepare the ELL students to be critical thinkers, effective communicators, and skillful problem solvers. At present, we do not have long-term ELLs.

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

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

- Re-wording the text of the reading assignment in simple phrases
- Writing hints or reminders in the text.
- Using real life experiences when discussing the reading material
- Having the work or tests read orally (if indicated on IEP)
- Pairing ELL students with other ELL students
- Using a tape recorder to play books on tape
- Provide visuals to support academic work
- Break work into smaller pieces
- Explicitly teach study skills/habits, as well as effective ways of using educational resources and materials
- Provide native language support to the student in the classroom
- Provide more time to finish assignments

- 6. What instructional strategies and grade-level materials do teachers of ELL-ESDs use that both provide access to academic content areas and accelerate English language development?

The school uses several sources or instructional materials to support language development of ELLs: Treasure Chest, a Macmillan Guided Reading Series for ELLs with differentiated reading levels. There are also leveled libraries for the Independent Reading program. Technology is infused in all curriculum areas through the use of laptops, desktops in the computer lab, Science lab, and Smartboards in the classrooms. The school acquired several on-line programs to accommodate our ELLs: BrainPop for ESL, One More Story for beginners, Ticket-to-Read for all language levels and K to 8th Power for all ELLs. Another literacy program for ELLs in K to 5 is Harcourt English Language learner Resource kit which provides additional resources for ELL students. The materials used are divided into grade and proficiency levels to accommodate academic achievement and accelerate English language development. These materials are also used for our students with IEPs. The individual educational plan for our ELL students with IEPs are carefully developed to ensure that their needs are being met. Monthly meetings to discuss the students progress and next steps are attended by ESL teacher, SETTS teacher, classroom teacher, Psychologist, Social Worker and Guidance counselor.

A. Programming and Scheduling Information

7. How does your school use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our ELL IEP students are included in all school activities. Our IEP students are mainstreamed for Art, Music, Physical Education, Science, and Library Studies. The reading program, ImagineIt! includes activities for ELL and IEP students. The Technology Lab is always accessible to all our students, including our ELL students with special needs. Our ICT classes are designed to accommodate students with special needs in the least restrictive environment. All our children have access to laptops to enhance the academic program in our school. They also participate in programs affiliated with Carnegie Hall, Lincoln Center, Barnes and Noble, Brooklyn Art Museum, New York Public Library, and the Brooklyn Botanical Gardens. In addition, our children are involved in Assembly programs, Young Audience presentations, Spelling Bees, Student Government, Debates and more.

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				
Social Studies:				
Math:				
Science:				

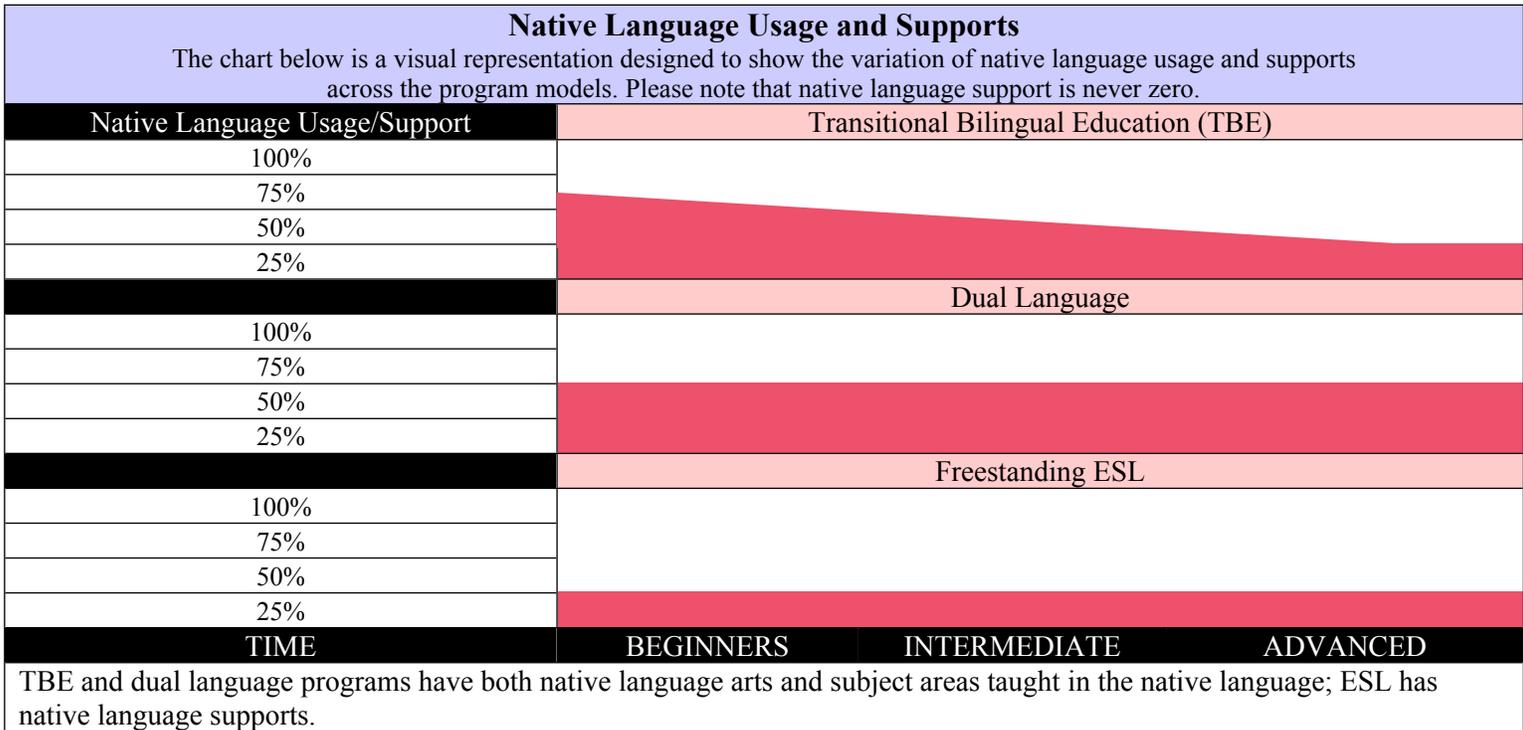
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

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

9) Describe your plan for continuing transitional support

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

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

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

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

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

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

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

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

The instructional materials being used to support the four modalities of language acquisition: listening, speaking, reading, and writing. The ESL classes contain books on tapes, leveled readers, and culturally oriented materials to accelerate the learning process. The ESL teachers will use a variety of texts and resources to enhance language acquisition. The teachers will use the Rigby's On Our Way to English developmental series which focused on the above-mentioned modalities. We also assist our ELL population using BrainPop, Ticket-to-Read and K -8th Power online programs. These programs target the needs of every student. The BrainPop and K to 8th Power programs are intervention as well as enrichment programs that include all subject areas. The children have access to a brand new technology lab where a technology teacher works with the classroom teacher to monitor student activity. The teachers also have access to laptops. The laptops are in rolling carts and there are carts on every floor for all classroom use throughout the school day and after school hours. Native Language libraries are provided in the ESL classroom in all possible languages needed.

14) How is native language support delivered in each program? (ESL)

Native language support will be provided through sharing and demonstrations of the students' first language. Native language recognition will be on-going. Bilingual glossaries are provided in all available languages.

15) Do required services support, and resources correspond to ELLs ages and grade levels?

Required services support and resources do correspond to ELLs ages and grade levels. The textbooks used are age appropriate for our students. The ESL teacher services the ELL students according to their levels of language needs. Support and resources used are age appropriate and correspond to the grade levels. Students at the early childhood level participate in a lot of hands-on activities, while the older students also have sessions focused on extended response questions.

16) Include a description of activities at your school to assist newly enrolled ELL students before the beginning of the school year?

We will engage our newcomers in a series of activities that will enable them to make a smooth transition from their home culture to that of our school. For example, the newcomers will be given a guided tour of our school; they will be introduced to children who speak their language and be encouraged to make friends.

17. Describe what language electives are offered to ELLs.

English is the only language provided to our students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Describe the Professional Development plan for all ELL personnel at the school

The LAP implications for Professional Development support effective delivery of instruction and indicate:

Intensive professional development provided to the entire staff by administrators, instructional specialists, and specialists in ESL strategies and standards. The PD will take place in workshops, grade conferences, staff conferences, and study groups.

Training on the components of a comprehensive balanced literacy program using the workshop model.

Application of the workshop model

with English as a Second Language and ELA scaffolding instruction

Methods of assessments of content-area learning and language development.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school?

The ESL teachers who provide ESL pull-out services to our ELL students

Regularly articulate with the classroom teachers to monitor ELL's progress and provide the academic support necessary to help the students better transition into the middle school successfully.

3. Describe the minimum 7.5 hours of ELL training for all staff?

To support our monolingual teachers of ELL students, PS 241 will offer 7 ½ hours of professional development on ESL strategies. These on-going sessions will take place during common preps, lunch period (lunch and learn), or on days that are designated as Chancellor's Conference Day. The first meeting is in September, and subsequent meetings will take place once a month between October and January. Records are maintained in the Supervisor's office on file with Agendas and signatures of participants

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Describe parental involvement, including parents of ELLs?

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		0		1		1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

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

- Describe what assessment tool your school uses to assess the early literacy skills of the ELLs. What insights does 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.

Our school uses a number of Assessment tools to assess the early literacy skills of our ELL population. They are: Fountas and Pinnell running records, diagnostic test from the Imagine It Reading Program and Everyday Math and Unit and lesson Assessments from the Imagine It program, ECLAS, and Acuity tests. The data from these exams will help us better inform the instructional needs of our students. The data will help us in our instructional planning and differentiation of our instructional plan. The results will also be used to inform parents of their child's progress .

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The spring NYSESLAT results show a pattern from one level to another and from one grade to another. The number of students at the beginning level is in larger numbers in the early grades. The higher the grade is, the fewer the number. Historically, our school has registered a greater number of student new to the country in the early grades. These children improve from year to year. If you look at the grade 5 students, we had only one student who tested and that child received an advanced level. Most of our ELL students in grades 4 and 5 have tested out and are now Former ELLs.

- How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?
Analysis of the data from assessments such as the LAB-R, or the NYSESLAT, will help to make informed decisions in regards to content area instruction while taking into account the language acquisition and development. Patterns across NYSESLAT modalities indicate areas where our ELLs need to improve. Our main focus is on reading and writing. Daily journal writing across the curriculum areas is used to develop writing modalities. We are also extending the reading of informal text to increase students' Depth of Knowledge. All students' performances are measured and evidenced by the results of State Assessments, NYSESLAT, Journal Writing, monthly tests and data from Acuity. Classroom teachers, Funded Teachers, and special services teachers maintain Assessment Binders for all the students they work with. Assessments Binders organize data from multiple sources to facilitate the analysis and sharing of individual and group performance, and to guide curricular 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?

In examining student results across proficiencies and grades the patterns indicate that student performance depend on student proficiency in English. For instance, first year ELLs have difficulty testing in English when testing in Mathematics. The students, however, opt to take the English version of the exam as opposed to the native language. All languages are not available to all students. For instance, there is no test for the language Fulani.

b. Describe how the school leadership and teachers are using the periodic assessments?

The school leadership and the teachers use the results of the ELL Periodic Assessments to plan for individual and group assignments with different levels of instructional work. We use on-going continuous assessments to assist in our instructional planning. We also work in Learning Communities to analyze student work and develop strategies for next steps for further growth.

c. What is the school learning about ELLs from the Periodic Assessments?

The school is learning about ELL students from the Periodic Assessments that differentiation of instruction is crucial in the students' performance. Individualized planning in small groups and performed often will better assist the students.

5. For dual language programs, answer the following?

N/A

6. Describe how you evaluate success of your programs For ELLs

The success of the programs for our ELL students will be evaluated through one or more of the following:

- NYSESLAT results(Number of students who have made 1 year progress)
- ECLAS results for grades K-3(Number of students who moved at least 1 level in a year)
- New York State ELA and Math standardized test results (number of students who have made 1 year progress)
- Running Records(Number of students who have have moved 3 reading levels in one year)
- State Science state test results(Number of students who have made 1 year progress)
- Social Studies State test results(Number of students who have made 1 year progress)
- Teacher evaluation

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The Emma L Johnston School

School DBN: 17K241

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frantz Lucius	Principal		1/1/01

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **401**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Emma L Johnston School	DBN: 17K241
Cluster Leader:	Network Leader: Roxann Marks
This school is (check one): <input 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 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

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

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

Description of Program:

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

The selection of the students for the Title III program was a result of the findings of the students needs assessments. Looking at the results of the 2011 and 2012 ELA and Math tests was one type of selection criteria. Students in Grades 3, 4, and 5 who were slated to take the ELA and Math tests for 2013 and who scored poorly in our present Grades 4 and 5 classes were selected to participate in the Title III After-school program. Students in grades 2 and 3 were selected according to their ECLAS test results of spring 2012. The data from the NYSESLAT test for Grades 3, 4, and 5 was used to determine students who were most at risk in language development and would have to take the 2013 ELA and Math tests. The findings of a comprehensive needs assessments resulted in the identification of several key factors necessary for improving students' performance.

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

Language of Instruction:

Part B: Direct Instruction Supplemental Program Information

The program's language of Instruction is English.

Service Providers:

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

Types of Materials:

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

Part C: Professional Development

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

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

Begin description here:

Professional Development:

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

December 20, 2012	Planning & Preparation	Valeria Godbred, Facilitator
January 24, 2013	Engaging and Supporting Students	Valeria Godbred, Facilitator
February 14, 2013	Assessing Proficiency	Marie Jean, Facilitator
March 21, 2013	Test Sophistication (Best Practices)	Marie Jean, Facilitator

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

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

Begin description here:
Parental Involvement:

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

January 16, 2013	Workshop - Understanding the LAB-R/NYSSELAT	Marie Jean, Facilitator
February 13, 2013	Workshop - ESL Strategies for Parents	Marie Jean, Facilitator
March 20, 2013	Workshop - Parent Supports	Valeria Godbred

Part E: Budget

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

Allocation Amount: \$

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 	\$8,410.08 – Per Session \$1201 – Professional Development	After School Program: 3 teachers X 28 X 2 hours X 50.06 = \$8,410.08 Professional Development 3 teachers X 4 sessions X 2 hours X 50.05 = \$1201
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	None	None
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	\$1432 Language for Learning Comprehensive Reading	Supplemental materials used for the program – Consumable General Supplies for the children (portfolios, paper, copy paper,

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.
materials. • Must be clearly listed.	Assessment/Treasure Chest Kits General Supplies \$156.92	pencils, rulers, paint, etc.) Parent Involvement 3 Workshops
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	