



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

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

**PRINCIPAL:** SARI LATTO

**EMAIL:** [SLATTO@SCHOOLS.NYC.GOV](mailto:SLATTO@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** ANITA SAUNDERS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Sari Latto	*Principal or Designee	
Deborah Jensen	*UFT Chapter Leader or Designee	
Julie Douveas	*PA/PTA President or Designated Co-President	
Rula Baki	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Theoni Kosefas	Member/Parent	
Jennifer Petruccelli	Member/Parent	
Kim D'Angelo	Member/Parent	
Boreum Kim	Member/Teacher	
Maria D'Amelio	Member/Teacher	
Joseph Ferrara	Assistant Principal	
	Member/	

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

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

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

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

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

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

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

By June 2013, 80% of students in K-5 will move up at least one level, or maintain a level 3 or 4 in Constructing Viable Arguments, with regard to either Operations and Algebraic Thinking or Numbers and Operations. Levels of performance will be established through the use of a teacher-created, Common Core aligned rubric.

### **Comprehensive needs assessment**

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

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

### **PROFESSIONAL DEVELOPMENT (PD)**

- Administration will provide an overview of math discourse during September opening faculty conference.
- PD will focus on the grade specific tasks provided by the New York City Department of Education, which requires that students construct viable arguments for solutions to problems.
- These PD sessions will be conducted during weekly lunch meetings as well as full day professional development days throughout the year, e.g. Election Day
- Network math staff developer will work with each grade during lunch time meetings to deconstruct the task and support teachers as they plan for the new state test.
- Math teacher will attend monthly PD provided by the network math staff developer.

### **ACTIVITIES**

- Teachers will collaboratively deconstruct the Exemplar rubric in order to decide how best to provide instruction to the students.
- Inquiry Teams will select ten Exemplars specific to each grade that address important aspects of the curriculum. Each month a new Exemplar will be solved by students and graded by the Inquiry Teams.
- Inquiry Teams will create a child-friendly version of the exemplar rubric to share with students.
- Inquiry Teams will meet on Thursdays from 8:02-8:40 to review student work and Exemplars.
- Teachers will determine areas in need of focus based on specific strengths and weaknesses amongst the students. Small groups will then be determined.

- All teachers will utilize the Envisions Math program by Pearson which was purchased with funds from the 2011-2012 budget. Envisions was analyzed and we determined that it meets the Common Core requirements.
- During Inquiry Meetings and weekly lunch meetings, teachers on each grade will discuss the tasks and the related unit of study. They will adjust pacing calendars to ensure that all required skills and content are taught in advance of assigning the tasks.
- Teachers will select 9-10 math Exemplars to use as initial and formative assessments. These assessments will be administered throughout the year.
- Teachers will complete at least two tasks that are cognitively challenging and are either taken directly from the DOE Common Core library or created by the Inquiry Teams in accordance with Exemplars.
- After each Exemplar or task is administered, teachers will meet during Inquiry Meetings to grade and discuss students' work and notice areas of strength and weakness.
- Students will be recommended for and provided with RTI Tier II and Tier III intervention services by classroom teacher and Mrs. Cioffi. Students will also be recommended for and provided with support during our extended day sessions.
- An enrichment group will be formed to challenge students who consistently produce exemplary work.
- Students who still struggle will be invited to attend an after school AIS program that will run from February – April 2013.

#### TARGET POPULATION

- All K-5 students.

#### RESPONSIBLE STAFF MEMBERS

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

#### IMPLEMENTATION TIMELINE

- September 2012 - June 2013.

#### STEPS FOR INCLUDING TEACHERS IN THE DECISION MAKING PROCESS

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Remedial & Enrichment Math Teacher will host workshops for parents to provide them with strategies that they can use to assist their children with problem solving.
  - Parent Coordinator will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
  - Parents will be trained by Parent Coordinator on how to use ARIS Parent Link.

- Teachers, administrators and school staff are actively contributing content to PTA hosted school website. Increased content drives traffic and provides meaningful resources for parents.
- Assistant principal will create and distribute monthly pamphlets for parents on topics such as: math problem solving strategies that can be used at home, helping children succeed in school, positive feedback and motivational strategies, and internet safety.
- We will also offer one or more parent workshops related to math exemplars.
- Principal and Assistant Principal attend monthly PTA meetings to share information and respond to parents' questions.
- Principal works with the PTA to create a monthly calendar of upcoming events.
- The Parent Teacher Association will support the school in supplementing the curriculum with programs that support the creative development and emotional growth of our students.

**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:

Fair Student Funding (Tax Levy) Funds, Title IIA funds and ARRA funds were used to implement this action plan that targets all K-5 students during the 2012-2013 school year.

- Remedial Math/Enrichment Teacher 3 days a week.
- IEP Teacher 3 days a week.
- ARRA funds to support central inquiry team.
- Consumable instructional materials for use during extended day program, as well as in our AIS after school program.
- Teacher per-session, 1 day a week after school.
- Supervisor per-session 1 day per week after school.

**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).
- SWD's, ELLS, and students identified as at-risk will participate in the DOE Extended Day program which will address the students' struggles in problem solving.
- STH funds for guidance and OTPS allocation for supplies whenever needed.
- Social skills classes for ASD students. Workshops for parents of ASD students.
- Partnership with PENCIL Principal for a Day.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

By June 2013, 80% of students in K-5 will move up at least one level, or maintain a level 3 or 4, in a written response, a written analysis, or a written opinion, based on informational texts. Scoring will be established through the use of a teacher-created, Common Core aligned rubric.

### **Comprehensive needs assessment**

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

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

### **PROFESSIONAL DEVELOPMENT (PD)**

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

### **ACTIVITIES**

- Teachers will collaboratively deconstruct literacy tasks in order to decide how best to provide instruction to the students.
- Inquiry Teams will review and discuss grade-specific task rubrics. The rubrics will be revised in order to clarify terms.
- Inquiry Teams will revise and enhance writing rubric to address the requirements of the task as well as the additional informational writing units that are being planned.
- Inquiry Teams will create child-friendly versions of the rubrics to share with students.
- Inquiry Teams will meet on Thursdays from 8:02-8:40 to review and discuss student work.
- Inquiry Teams will work together to adjust pacing calendars so that they include the addition of units of study to address the task. This will afford students the opportunity to regularly respond to, analyze, and form opinions about informational texts.
- In line with the CCLS students will engage effectively in a range of collaborative discussions with diverse partners. Relevant grade level topics and texts will be explored with peers and adults, in small and larger groups. Students will follow agreed-upon rules for discussions and build on conversations by responding to

the comments of others. Questioning and citing evidence from the text will be encouraged.

- Teachers will utilize Thinking Maps to help students organize their thoughts before writing.
- Teachers will determine areas in need of focus based on specific strengths and weaknesses amongst the students. Small groups will then be determined.
- Students will be recommended for and provided with RTI Tier II intervention services during the school day. Students will also be recommended for and provided with support during our extended day sessions.
- Students who are deemed at-risk will be invited to attend an after school AIS program that will run from February – April 2013.
- Teachers will increase the frequency and proficiency of “writing about reading” which research has shown to improve the level of comprehension.
- Teachers will stress “finding evidence in the text” as they teach comprehension skills.
- The assistant principal will support teachers in determining the Lexile measure of each selected passage so that grade-level-appropriateness can be established. [Lexile.com/analyzer](http://Lexile.com/analyzer) will be used.
- Several weekly and monthly periodicals will be purchased for all staff members as potential sources for complex/compelling texts.

#### TARGET POPULATION

- All K-5 students.

#### RESPONSIBLE STAFF MEMBERS

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

#### IMPLEMENTATION TIMELINE

- September 2012 - June 2013.

#### STEPS FOR INCLUDING TEACHERS IN THE DECISION MAKING PROCESS

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

### Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Literacy Coach will host *Breakfast with Books* program where she will meet with parents and children together on a bi-monthly basis. Select books will be read and discussed.
- Parent Coordinator will host storytelling workshops for parents.
- Parent Coordinator will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
- Parents will be trained by Parent Coordinator on how to use ARIS Parent Link.
- Teachers, administrators and school staff are actively contributing content to PTA hosted school website. Increased content drives traffic and provides meaningful resources for parents.
- Assistant principal will create and distribute monthly pamphlets for parents on topics such as: reading comprehension and word attack strategies that can be used at home, helping children succeed in school, positive feedback and motivational strategies, and internet safety.
- Mystery readers are scheduled to read aloud to kindergarteners on a weekly basis.
- Principal and Assistant Principal attend monthly PTA meetings to share information and respond to parents' questions.
- Principal works with the PTA to create a monthly calendar of upcoming events
- The Parent Teacher Association will support the school in supplementing the curriculum with programs that support the creative development and emotional growth of our students.

### Budget and resources alignment

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

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

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

If other is selected describe here:

Fair Student Funding (Tax Levy) Funds and ARRA funds were used to implement this action plan that targets all K-5 students during the 2012-2013 school year.

- Per-session teachers 1x per week in February-April 2013.
- Supervisor per-session 1 day per week after school.
- IEP Teacher 5 days a week for at-risk students in grades 3, 4, 5.
- F-Status Literacy Coach 2 days a week.
- ARRA funds to support central inquiry team.
- Consumable instructional materials for use during extended day program, as well as in our AIS after school program.
- Funding will provide for a part time literacy coach who will assist teachers in developing units of study and grade appropriate tasks.
- An IEP teacher will provide Tier III RTI support for students at risk of performing below grade level.
- Funding will also provide per session hours to serve as extra remedial time after school for 3<sup>rd</sup> to 5<sup>th</sup> grade students who are deemed at risk of performing below a level 3 on the NYS assessments.
- Reading teacher will provide Tier III RTI Wilson Language services to students who have difficulty decoding based on Tier II RTI strategies.
- Reading teacher will also work in small groups to provide Tier III RTI support for students at risk of falling below grade level in comprehension based on Tier II

RTI strategies.

**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).
- SWD's, ELLS, and students identified as at-risk will participate in the DOE Extended Day program which will address the students' struggles in decoding, fluency and comprehension.
- STH funds for guidance and OTPS allocation for supplies whenever needed.
- Social skills classes for ASD students. Workshops for parents of ASD students.
- Partnership with PENCIL Principal for a Day.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

By June 2013, 80% of students will make at least one year of progress on the TCRWP Benchmarks for progress on Reading Levels.

#### **Comprehensive needs assessment**

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

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

#### **PROFESSIONAL DEVELOPMENT (PD)**

- Literacy Coach meets with Teacher Teams to develop reading strategies which enable improved student comprehension of fiction and non-fiction texts.
- Literacy Coach will attend monthly network meetings and turn-key information to teachers.
- Literacy Coach will assist teachers as they develop and execute units of study around “thinking” while they read. Thinking about why things happen, why the setting is important, why characters act in a certain way, author’s purpose, and more.
- Reading Teacher was formally trained to conduct the Wilson program.
- Teachers attend Thinking Maps training.

#### **ACTIVITIES**

- Teachers will confer with students, noting progress on an inference rubric which will be created by Inquiry Teams.
- Reading teacher will offer small group instruction in Wilson program. This program serves children who struggle with decoding.
- Literacy coach will host “Breakfast with Books” for parents and teachers to enhance comprehension and discussion skills. This will be supported through the purchase of books and per session pay for our literacy coach.
- Teachers will invite at-risk students to attend our extended day period for remediation.
- Students who are deemed at-risk will be invited to attend an after school AIS program that will run from February –April 2013.
- AIS teacher will work with small groups to provide Tier III RTI instruction in comprehension and decoding when indicated by Tier II RTI assessments and instruction.

- Kindergarten and 1<sup>st</sup> grade teachers will use the Foundations decoding program with all students. Replacement materials will be purchased through NYSTL funds.
- Grade 2 teachers will use Words Their Way program to develop and enhance encoding and decoding skills.
- Teachers will increase the frequency of units of study related to non-fiction reading and coordinate with writing units.
- AIS Reading teacher will use RTI Tier III strategies to work with small groups of students who struggle with fluency and comprehension.
- IEP teacher will use RTI Tier III strategies to work with small groups of students who struggle with fluency and comprehension.
- ELL teacher will work closely with classroom teacher to support her students.
- All teachers will develop their student's vocabulary through the Isabel Beck program called Elements of Reading.
- Five times a year all teachers will assess students reading level in grades K-5 according to the TCRWP Benchmarks.
- Levels will be ascertained in September, November, January, March and June and entered online. Parents will be notified of results. Reports will be generated and analyzed. Projected gains will be one year's growth.

#### TARGET POPULATION

- All K-5 students.

#### RESPONSIBLE STAFF MEMBERS

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

#### IMPLEMENTATION TIMELINE

- September 2012 – June 2013

#### STEPS FOR INCLUDING TEACHERS IN THE DECISION MAKING PROCESS

- Teachers and administrators meet together during weekly lunchtime sessions working collaboratively to discuss best practices to address the individual needs of all students: those who struggle, especially ELLS and SWD, those who are on grade level and those who are far above grade level.
- A Central Inquiry Team will be formed to discuss how to bridge the needs of students as they move from grade to grade.
- Teachers will meet in grade level Inquiry Teams, as well as in cross-grade teams, to review student work and determine next steps.
- The Central Inquiry Team will also discuss specific strategies that will be a focus on individual grades.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Literacy Coach will host a *Breakfast with Books* program where she will meet with parents and children together on a bi-monthly basis for a book talk. Select books will be read and discussed.
  - Parent Coordinator and Literacy Coach will attend PTA meetings to share information and respond to parent questions.
  - Parents will sign reading logs on a regular basis to work with teachers and track their child's reading.
  - Kindergarten parents are invited to read aloud to the class as Mystery Readers.

- We will offer one or more parent workshops related to thinking maps and how they are being utilized by students.
- Parents will be notified in writing of students' reading level five times a year after TCRWP assessments take place.
- The Parent Teacher Association will support the school in supplementing the curriculum with programs that support the creative development and emotional growth of our students.

**Budget and resources alignment**

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

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

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

If other is selected describe here:

- ARRA funds to support central inquiry team.
- Books to enhance classroom libraries.
- Consumable instructional materials for use during extended day program, as well as in our AIS after school program.
- Funding will provide for a part time literacy coach who will assist teachers in developing units of study and grade appropriate tasks.
- An IEP teacher will provide support for students at risk of performing below grade level. Tier II RTI strategies will be implemented.
- Funding will also provide per session hours to serve as extra remedial time after school for 3<sup>rd</sup> to 5<sup>th</sup> grade students who are deemed at risk of performing below a level 3 on the NYS assessments. Teacher and supervisor per session will be allocated.
- Reading teacher will provide Tier III RTI Wilson Language services to students who have difficulty decoding based on Tier II RTI strategies.
- Reading teacher will also work in small groups to provide Tier III RTI support for students at risk of falling below grade level in comprehension based on Tier II RTI strategies.

**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).
- SWD's, ELLS, and students identified as at-risk will participate in the DOE Extended Day program which will address the students' struggles in reading
- STH funds for guidance and OTPS allocation for supplies whenever needed.
- Social skills classes for ASD students. Workshops for parents of ASD students.
- Partnership with PENCIL Principal for a Day.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Reading. Comprehension strategies. Repeated readings.	Small group instruction One to one instruction	During the school day Extended day before school After school test preparation
Mathematics	Envisions Math Diagnosis and Intervention System. Breaking down word problems to small components. Revisiting computation strategies.	Small group instruction One to one instruction	During the school day Extended day before school After school test preparation
Science	Supporting students as they record observations. Science vocabulary study. Repeating labs that weren't understood.	Small group instruction One to one instruction	During the school day Extended day before school
Social Studies	Reviewing social studies concepts. Using thinking maps to clarify ideas.	Small group instruction One to one instruction	During the school day Extended day before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Banana Splits (for divorced families) As needed counseling for crises.	Small group instruction One to one instruction	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.

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

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>MaryJo Pisacano</b>	District <b>26</b>	Borough <b>Queens</b>	School Number <b>041</b>
School Name <b>Crocheron School</b>			

### B. Language Allocation Policy Team Composition

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

### C. Teacher Qualifications

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

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

### D. School Demographics

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

### Freestanding English as a Second Language

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

The present and former ELL students receive the appropriate test accommodations on all formal state tests, as well as, informal classroom tests. Former ELL students receive this accommodation for two years. The students are tested in a separate location, directions are read three times, and they receive time and a half on tests. When the state provides the exam in the students' native language, it is given to them. Glossaries are also provided to all ELL students.

Newcomers to the school are put into the appropriate level according to the LAB-R results. They are helped to assimilate to our English program through the use of picture cards, picture dictionaries along with CD's and corresponding workbooks, chants, books on tape, basic phonics (regardless of the grade), and TPR (Total Physical Response) techniques.

The needs of Special Education ELL children are met according to their IEP. At our school ELL's can receive additional support services i.e. Resource Room, Occupational Therapy, Speech and Language Therapy, Physical Therapy, and Guidance. They also receive AIS instruction in ELA and Math during the day, as well as, before and after school.

### 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:				

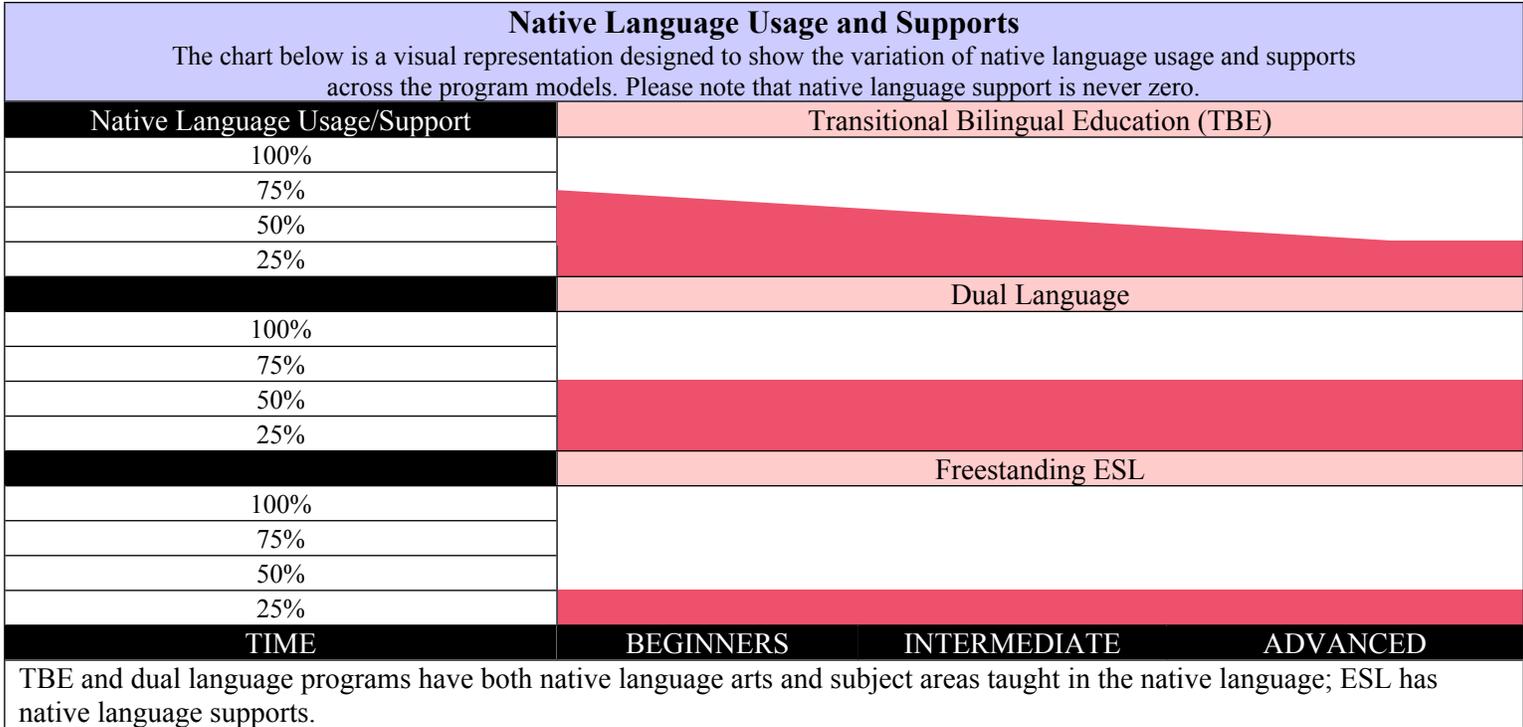
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



## B. Programming and Scheduling Information--Continued

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

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

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

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

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

No programs will be discontinued for our ELL population.

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

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

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

encourages students to become better readers and writers when they use these words in all subject areas.

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

Required support services and resources correspond to ELLs ages and grade levels.

Upon registration, the parent and student are given a school tour by our Parent Coordinator and ESL teacher. During this time all available programs and services are presented.

At the current time there are no language electives offered at this school.

### **C. Schools with Dual Language Programs**

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

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

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

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

The professional development plan for all personnel at our school is presented throughout the year. Dates are as follows;

9/7/11 (2 hours on literacy and math tasks which are aligned with the common core standards. We offered instructional support by providing ESL strategies which could help the ELL student successfully navigate the task.)

10/20,21,22/11 (1 hour lunch meetings that addressed the importance of focusing on academic language to enable students to navigate complex texts.)

11/8/11 (2 hours on UDL- Universal Design for Learning which addresses how ELL's could be supported in the classroom by using a variety of differentiated strategies.)

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	1	0	0								1
Intermediate(I)	0	1	1	0	0	1								3
Advanced (A)	5	1	1	1	5	1								14
Total	5	2	2	2	5	2	0	0	0	0	0	0	0	18

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

At P.S. 41Q, our school uses TCRWP to assess the early literacy skills of our ELL's as well as all other students.

In Kindergarten 28 students were tested with the LAB-R, only three qualified for our ESL program. All three of these students are at an Advanced level. A definite pattern was present. Out of all the 28 students who were tested, they all scored at a higher proficiency level in the Listening and Speaking section then in the Reading section. In spring 11' NYSESLAT, six (6) Kindergarten students, four of whom are now in 1st grade took the test. Three (3) students were proficient in reading, writing, listening, and speaking. Of the three (3) remaining students, one advanced to the intermediate level, one remained at the beginner level and the other student scored at an advanced level. This advanced student scored lowest in the reading section, followed by writing, listening and speaking.

In 1st grade, there were no new admits to be tested with the LAB-R. However, in spring 11' NYSESLAT, three (3) 1st grade students, who are now in 2nd grade took the test. Two (2) of these students scored proficient. The other student scored highest in Speaking and Listening, followed by Writing and Reading. She is now at an advanced level. The pattern was consistent with highest scores in Speaking followed by Listening, Writing, and Reading.

In 2nd grade, one (1) student was tested scoring proficient level on the LAB-R. In spring 11' two (2) students took the NYSESLAT. One (1) student remained at the beginner level, since he was admitted February 1, 2011. He scored at the intermediate level for Speaking and Listening and at a Beginner level for Reading and Writing. He returned to his native country, China. One (1) student advanced from an intermediate to an advanced level, scoring higher in Speaking and Listening, followed by Writing, then Reading.

In 3rd grade, one (1) student was tested with the LAB-R and scored at the beginner level. In spring 11' NYSESLAT, a total of four (4) students took the test. All four (4) of the students scored at the advanced level. The pattern was consistent with the highest scores in Speaking, followed by Listening, Writing, and Reading.

In 4th grade, one (1) student was tested in LAB-R and scored at an advanced level. In spring 11' NYSESLAT, three (3) students took the test. One (1) student became proficient. One (1) student scored at an advanced level, scoring highest in Speaking and Listening, then Reading and Writing. The other student scored at an intermediate level, scoring higher in Speaking and Listening, and lower in Reading, followed by Writing.

In 5th grade, two (2) new students were tested in LAB-R. Both students did well and scored at a proficient level. In spring 11' NYSESLAT, four (4) students were tested. Two (2) students scored at a proficient level. Two (2) students scored at the advanced level, scoring higher in Speaking and Listening, followed by Writing and Reading.

The patterns across the NYSESLAT modalities were consistent throughout the grades and levels. Students consistently performed lowest in Reading. This analysis will drive our instructional decisions by focusing our lessons on reading strategies and skills such as: retelling facts and details, identifying the main idea, sequencing, language and vocabulary, analyzing character, plot, setting, recognizing cause and effect, fact and opinion, drawing conclusions, inferring meaning from context, point of view and purpose, and prior knowledge. We will stress the retelling of stories which is a goal for the whole school.

At lunch meetings throughout the school year, the ESL teacher is given an opportunity to speak to the school leadership and teachers. These meetings help the teacher assess the progress and plan for the needs of our ELLs. Our school also holds monthly articulation conferences between ESL teachers and classroom teachers to see how our ELLs are progressing by using ELL Periodic Assessments and classroom work. Using these Periodic Assessments we can target the students' weaknesses and strengths and use this information for our planning.

At P.S. 41 we use a Freestanding ESL program.

We evaluate our ELLs by analyzing the results of the ELA, Math, Science, and Social Studies assessments, TCRWP Assessment Pro, Scantron Performance Series as well as ongoing classroom assessments and the results of the ELL Periodic Assessments. The success of our ELL program is determined by the outcome of these assessments and the results of the NYSESLAT exam.

### Additional Information

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

## Part VI: LAP Assurances

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

**School Name: Crocheron School**

**School DBN: 26Q41**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		11/29/11
	Other		11/29/11

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

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

**Cluster:** 2      **Network:** 2.05

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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