



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 41

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11x041

PRINCIPAL: ERIKA TOBIA

EMAIL: ETOBIA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

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
Erika Tobia	*Principal or Designee	
Louis Villani	*UFT Chapter Leader or Designee	
Sharon Butler	*PA/PTA President or Designated Co-President	
Angela Ramsay	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Corrine Parris	Member/ UFT	
Angela Williams	Member/ Parent	
Sharon Phoenix	Member/ Parent	
Merna Torres	Member/ Parent	
Nackeya Beazer	Member/ Parent	
	Member/ Parent	
	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

- By June 2013, we will improve teacher effectiveness through frequent teacher observations with actionable feedback and targeted PD based on the Danielson Framework.

Comprehensive needs assessment

- Based on the changes to the New York State standards and Common Core driven instruction, P.S. 41 opted to participate in the Teacher Effectiveness Pilot program in order to strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's *Framework for Teaching* to increase student performance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Principal and assistant principals will observe sixty four teachers six times each (4 informal and 2 formal) from September through May, and provide written and/or verbal actionable feedback aligned to the 7 selected Danielson Competencies after each observation.
 - b) Administrative feedback will result in improved teacher practice.
 - c) Summer 2012 administers and teachers attended professional development sessions about pilot for Teacher Effectiveness Program
 - d) Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
 - e) School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies.
 - f) Two September professional development sessions led by teachers that attended summer training to introduce staff to TEP objectives
 - g) Ongoing work with Talent Coach Erin Gehant and Achievement Coach, Heather Morabito to norm observations and feedback with Principal and Assistant Principals
 - h) Administrative staff and the Teacher Effectiveness Team will meet monthly and attend ongoing workshops on Teacher Effectiveness
 - i) All teachers will engage in a one on one mid-year and end of year conversation with an administrator to discuss progress and next steps.
 - j) Professional development will be differentiated by need and be specific to the evidence that is gathered both during informal and formal observations.
 - k) Instructional Leads will attend Network 607 professional Development workshops throughout the year
 - l) Evidence and feedback for all observations will be documented and tracked in ARIS Learn's Talent Management tracking system

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.
 - a) The Danielson framework will be introduced during a School Leadership Team meeting. An overview of the model will be discussed and the rubric shared and discussed.
 - b) The Danielson framework will be introduced during a Parent Association meeting. An overview of the model will be discussed and the rubric shared and discussed.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, we will strengthen the work of Teacher Teams and the Collaborative Inquiry process to improve informational/explanatory writing (Standard 2) for K-2 students and opinion writing (Standard 1) for students in grades 3-5.

Comprehensive needs assessment

- After analyzing the writing continuum from the Writing on Demand pieces, P.S. 41 staff determined that writing will be the focus for our Teacher Teams and Collaborative Inquiry process in order to improve performance informational/explanatory writing (Standard 2) for K-2 students and opinion writing (Standard 1) for students in grades 3-5.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) School program has been strategically designed to provide all grade-wide Teacher Teams time in their schedule to meet for Collaborative Inquiry and/or planning daily.
 - b) All staff members have been informed as to the school wide focus on the writing standards by the principal in early October
 - c) Teachers will administer an on demand baseline writing assessment (aligned to their focus writing standard) before October 22, 2012 and use the writing samples to surface the gaps and identify implications and next steps for the purpose of adjusting curriculum, instruction, and learning activities. Subsequently, benchmark writing assessments will be administered and follow a similar protocol for looking at student work.
 - d) Teachers will participate in grade-wide norming activities using the Teachers College informative/explanatory and opinion rubrics resulting in student anchor papers aligned to the rubric levels.

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.
- We will provide parents with Parent Workshops that are geared towards providing instructional strategies for informational/explanatory writing and opinion writing.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The Data Specialist is working with teachers and facilitators to improve inquiry team meetings and align inquiry work to the City Wide Expectations.
- Network 607 AC, Heather Morabito provided support to improve inquiry team meetings.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, students will demonstrate the ability to ground reading, writing, and discussion in evidence from text by engaging in daily reading and writing CCLS aligned learning activities across the content areas including Science and Social Studies.

Comprehensive needs assessment

- As a result of ongoing observations using the Danielson Framework, P.S. 41 determined the need to focus on questioning and discussion, assessment, engagement, designing coherent instruction, & establishing a culture for learning in order to improve performance in grades K-5.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Network 607 AC, Heather Morabito provided close reading and text dependent questions PD for all teachers specific to grade bands (k-1, 2-3, 4-5).
 - b) Ongoing professional development on questioning and discussion techniques and Depth of Knowledge will be provided for teachers.
 - c) Frequent observations using the Danielson Framework will result in teachers receiving actionable feedback on questioning and discussion, assessment, engagement, designing coherent instruction, & establishing a culture for learning.
 - d) Teachers will be trained and engage in norming sessions around the new Teacher's College rubrics for informational and opinion writing
 - e) Teachers will engage in PD around text complexity.

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.
- We will provide parents with Parent Workshops that are geared towards providing instructional strategies for fostering discussion through reading and writing.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- 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).

- We are researching outside resources, Common Core aligned websites, articles, and using professional resources to increase our understanding of how to implement discussion techniques in the areas of reading and writing.
- Lead teachers attend subject specific workshops relating to questioning, discussion techniques, and Depth of Knowledge and turn-keying the information to the teachers on their grades.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2013, teachers will provide rigorous mathematics instruction aligned to Common Core Standards for all students in order to prepare them for college and careers.

Comprehensive needs assessment

- After analyzing the 2011-2012 Progress Report it was determined that all students in need additional support in math instruction aligned to Common Core Standards in order to prepare them for college and careers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) All teachers in K-5 will be using Pearson Envision Mathematics which is aligned to the Common Core.
 - b) Curriculum maps will be adjusted and revised to reflect the Common Core Learning Standards, Common Core Instructional Shifts, and the state and city scope and sequences.
 - c) Student learning and progress will be assessed through ongoing rigorous Common Core aligned tasks.
 - d) Re-teaching will be built into every lesson allowing teachers with an opportunity to provide immediate support for struggling students.
 - e) Teachers will administer unit assessments online and data will be tracked and analyzed by teachers and teams.
 - f) Online resources will be provided to parents to reinforce at home practice.
 - g) Newly established math team will meet after school weekly as needed to work on the math curriculum alignment.
 - h) A 4 session Math intensive course, provided by a Network Achievement Coach will take place after school for 8 teachers which will focus on the Instructional shifts for math and result in strategic action planning of grade level math practice and lessons that meet the demands of the 2012-2013 CIE.

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.
- Provide at least four parent workshops about our school wide math program, Pearson EnVision Math. All workshops will include demonstrations and directions about how to access the online at home connection to daily lessons. Additional smaller workshops will be offered to parents of ELL students for hands on training with laptops in the school library.
- We will also support parents with how to help their children prepare for the New York State Math assessment. Teachers from grades 3, 4, and 5 will present workshops to the parents with a clear understanding of what their children can expect to see on the State Assessment.
- Provide parents with student performance data for each child's academic progress.
- Work cooperatively with the home through: parent/teacher conferences, reports to parents regarding their children's progress.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- 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).
- All at risk students in this will get additional targeted instruction based on their needs.
- The service providers (ELL, AIS, and F status teacher) will support academics in order to improve Mathematical skills.
- The Data Specialist along with the service providers will coordinate the online Pearson EnVision support for all students and their families.

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	<p>K-2: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <ul style="list-style-type: none"> • AIS pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block) • AIS works with students who are at risk. Focus is based on individual needs. • All students were identified through T.C. Assessments (Running Records, "Words Their Way" Spelling Inventory and high frequency word lists.) <p>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <ul style="list-style-type: none"> • AIS pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block) • AIS works with students who are at risk. Focus is based on individual needs. • All students were identified through T.C. Assessments (Running Records, "Words Their Way" Spelling Inventory and high frequency word lists.) 	<p>K-2: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <p>Services are delivered during small group or one-to-one tutoring.</p> <p>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <p>Services are delivered during small group or one-to-one tutoring.</p>	<p>K-2: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <p>Services provided during the school day.</p> <p>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <p>Services provided during the school day.</p> <p>Before and after school AIS services provided for students who are at risk.</p>

Mathematics	<p>K-2: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <ul style="list-style-type: none"> • AIS pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block) • AIS works with students who are at risk. Focus is based on individual needs as indicated on assessments. • All students were identified through Pearson EnVision Math by Scotts Foresman Assessments. <p>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <ul style="list-style-type: none"> • AIS pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block) • AIS works with students who are at risk. Focus is based on individual needs as indicated on assessments. • All students were identified through Pearson EnVision Math by Scotts Foresman Assessments as well as the previous year's state scores. • Before and after school AIS services provided for students who are determined at risk. 	<p>K-2: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <p>Services are delivered during small group or one-to-one tutoring.</p> <p>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <p>Services are delivered during small group or one-to-one tutoring.</p>	<p>K-2: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <p>Services provided during the school day.</p> <p>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <p>Services provided during the school day.</p> <p>Before and after school AIS services provided for students who are at risk.</p>
Science	<ul style="list-style-type: none"> • 1-2 times per week in designated classrooms • Small group lab work 1-2 times per week 	<p>Services are delivered during small group or one-to-one tutoring.</p>	<p>Services provided during the school day.</p> <p>Before and after school AIS services provided for students who are at risk.</p>
Social Studies	<ul style="list-style-type: none"> • Instruction 2-3 times per week in designated classrooms • Social Studies materials used during Balanced Literacy Block Theme- based projects 	<p>Services are delivered during small group or one-to-one tutoring.</p>	<p>Services provided during the school day.</p> <p>Before and after school AIS services provided for students who are at risk.</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Conflict resolution, coping skills training, focusing strategies, team-building strategies, character-building strategies, self-esteem work, confidence – building • Bullying Prevention Program • Anger management groups • Bereavement groups • Self-control groups • Self-Esteem groups • Character training groups • Puberty groups 	<p>Services are delivered during small group or one-to-one tutoring.</p>	<p>Services provided during the school day.</p>
---	--	--	---

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.

100% of teachers at PS 41 are highly qualified. In order to maintain this:

- Teachers will receive ongoing professional development from Pearson EnVision Math.
- Teachers will receive ongoing observations and feedback using the Danielson framework from immediate supervisors.
- The interview team will continue to engage in panel interviews. During Interviews, discussions will continue to revolve around citywide and school expectations (attendance, best practices, personal development, etc.).
- Teachers will receive ongoing professional development from Teachers College staff developers in literacy development.
- Teachers will receive ongoing observations and feedback using the Danielson framework from immediate supervisors.
- Teachers will engage in collaborative hands-on, teacher-led, and/or Administrative workshops.
- Teachers will be provided with different professional resources for personal development.
- The interview team will continue to engage in panel interviews. During Interviews, discussions will continue to revolve around citywide and school expectations (attendance, best practices, personal development, etc.).
- New questions will be designed to include the Danielson Framework during the interview process.
- Ongoing professional development on the Danielson Framework will be provided throughout the year to help improve student achievement.

INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Public School 41 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the Involvement of all parents of Title I eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In Carrying out Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and to the extent practicable, in language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities, and procedures in accordance with this definition of parental involvement:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - That parents play an integral role in assisting their child's learning.
 - Those parents are encouraged to be actively involved in their child's education at school.
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
 - The carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

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:

Public School 41 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under section 1112- Local Educational Agency Plans of the ESEA:

- Parent/Teacher monthly meetings where parents will be apprised of the Parental Involvement Plan and initiate a Parent Compact draft.
- Annual Parent Needs Survey will lead to criteria for a School/Parents Compact.
- Disseminate to all parents a revised School Parents Compact based on students and parent needs.

Public School 41 will take the following actions to involve parents in the process of school review and improvement under section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Continued existence of the School Leadership Team (SLT) to be comprised of 50% community members and 50% staff members.
- Monthly and weekly, as needed, meetings of SLT.
- Parent Teacher Association
- Parent membership participation in C-30 process.

Public School 41 will coordinate and integrate parent involvement strategies in Title I, Part A with parental involvement strategies under the following other programs (Parents as Reading Partners, Promise Zone, Visiting Nurse Services) by:

- Ongoing links with community pre-school organizations

Public School 41 will take the following action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, and have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement, and to revise, if necessary (and with involvement of parents) its parental involvement policies:

- Annual Parent Survey to be completed independently with the assistance of the Parent Coordinator.

Public School 41 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph.
- The state's academic content standards
- The state's student academic achievement standards
- The state and local academic assessment including alternate assessments
- The requirements of Title I, part A
- How to monitor their child's progress
- How to work with educators

Ongoing parent workshops such as:

- Literacy and ELA workshops
- Grade five promotional standards workshop
- Science standards workshop
- Social Studies test workshop
- ESL workshop
- Math standards workshop
- Math activities workshop

The school will provide material and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Grade one and two parent child workshop
- Parenting skills workshop

PUBLIC SCHOOL 41, BRONX
THE GUNHILL ROAD SCHOOL
3352 OLINVILLE AVENUE
BRONX, NEW YORK 10467
TEL: (718) 652-3461 FAX: (718) 231-2668

“BELIEVE AND ACHIEVE”

Sharon Butler
President

Sharon Phoenix
Treasurer

Merna Torres
Secretary

SCHOOL PARENTAL INVOLVEMENT POLICY

This School Parental Involvement Policy and the School- Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, part A programs, as evidenced by _____.

This policy was adopted by Public School 41 on (_____) and will be in effect for the period of _____ . The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

Sincerely,

Erika Tobia

Principal

September 8, 2012

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

P.S. 41, 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;
- Convening an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- Offering a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care, or home visits for those parents who cannot attend a regular school meeting.
- Actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- Providing parents with timely information about all programs.
- Providing performance profiles and individual student assessment results for each child and other pertinent individual and school district educational information.
- Dealing with communication issues between teachers and parents through:
 - Parent teacher conferences at least annually
 - Frequent reports to parents on their child's progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child's class
 - Observation of classroom activities

- Assuring that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- To become involved in developing, implementing, everlasting, and revising the school-parent involvement policy.
- To participate and request technical assistance training that the local education authority or school offers on child rearing practices, teaching and strategies.
- 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- 30 minutes a day);
- To monitor his/her child's/ children's attendance at school and homework.
- 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;
- Agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

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 Jose Ruiz/ Elmer Meyers	District 11	Borough Bronx	School Number 041
School Name PS 41 The Gun Hill Road School			

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

Principal Erika Tobia	Assistant Principal Jean Lennon
Coach n/a	Coach n/a
ESL Teacher J. Calabrese & J. Capalbo	Guidance Counselor Greysi Guzman
Teacher/Subject Area Gina Mazzacane/AIS Gr. 1	Parent Nackeya Beazer
Teacher/Subject Area Benedetta Mazzanti/AIS Gr. 2	Parent Coordinator Evelyn Collazo
Related Service Provider Kai Ama Hamer/SETSS	Other Sonia Guerrero/SETSS
Network Leader Elmer Myers	Other Beverly Plaskett/AIS Gr. 3

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	874	Total Number of ELLs	120	ELLs as share of total student population (%)	13.73%
------------------------------------	------------	----------------------	------------	---	---------------

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 ELL Identification Process

Our school offers our students a selection of programs based on their entry criteria, assessment results, and parental choice. The Home Language Identification Survey (HLIS), required of parents/ guardians at registration, identifies those students that qualify to be tested using the Language Assessment Battery- Revised (LAB-R) within ten days of registration. The administration of the HLIS and the initial screening is conducted by the ESL teachers: Mrs. Calabrese and Ms. Capalbo. One of the ESL teachers interviews and assists the parent while completing the HLIS. Teachers who speak various lower-incidence languages provide translation services when needed. If a language other than English is indicated then an informal oral interview in English and in the native language is done with the student to determine English proficiency. After the informal interview, if the student is dominant in another language, the LAB-R is administered by the ESL teachers mentioned above to determine ELL eligibility.

Our Spanish speakers are tested with the Spanish LAB if they qualify for services based on the LAB-R results. The results determine our ELL population, which can be further identified as ELLs Native Spanish Speakers or ELLs with other native languages. Subsequently, within the ten days of registration our school holds a parent orientation. In the Parent Orientations, they view the DOE ELL Parent Orientation DVD their home language and informs them of the NYC DOE ELL programs. Brochures (translated if needed) are also distributed further explaining the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. One of the ESL teachers reads the questions on the survey to the parents. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. As a result of the program selection process, we place students according to the parent selection. Historically, 100% choose Freestanding English As a Second Language Program. However, if we do have parents who select a Transitional Bilingual (TBE) or Dual Language we inform them of their options. We explain that the numbers of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters are sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Letters are distributed one week prior to the meeting and reminder letters are distributed two days before the meeting.

PS 41 currently has enough Spanish speaking students in grades K through 5 to open a bilingual class. We currently have a total of 93 Spanish speaking students across grades K through 5. Grade K and 1 have a combined total of 22, 2nd grade and 3rd grade each have 19 Spanish speaking students, 4th grade has a total of 16 and 5th grade has a total of 17. Although the numbers indicate that we have enough students to open up at least 4 bilingual classes, 100% of parents have chosen ESL as their first choice. Therefore, we do not have the need to open a Bilingual class at this time. This has been the trend over the past several years.

Many parents attend the orientation meeting and select a program at that time. Those who do not attend receive written notices and phone calls. Additionally, in order to ensure 100% of parent choice forms are signed, the ESL teachers attend several evening school

functions. The majority of ELL parents attend our schoolwide functions thus, allowing us to meet individually with parents to discuss their parent choice options. Parents are also invited to meet one-on-one with an ESL staff member during preparation periods, before or afterschool. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated ESL services. We obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT, administered annually in the spring. The scores are reviewed to plan and differentiate our instruction program for our ELLs. A copy of all these parent letters are filed in a binder.

□□□

□□

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	14	19	23	21	23	20								120
Total	14	19	23	21	23	20	0	0	0	0	0	0	0	120

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	120	Newcomers (ELLs receiving service 0-3 years)	95	Special Education	17
SIFE		ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	1

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
Dual Language										0
ESL	95		14	24		3	1			120
Total	95	0	14	24	0	3	1	0	0	120

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

C. Home Language Breakdown and ELL Programs

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

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

**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																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	12	19	19	16	17								93
Chinese					1									1
Russian														0
Bengali														0
Urdu	1													1
Arabic	1		1	1										3
Haitian					1	1								2
French		1			1									2
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian		1												1
Other	2	5	3	1	4	2								17
TOTAL	14	19	23	21	23	20	0	120						

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?

PS 41 is a K-5 school with an enrollment of 874 students. We currently have 120 English Language Learners (ELLs) in grade K - 5 that represents 13.73% of our total population. The ELLs are serviced using a freestanding ESL model. While the majority of ELLs are Spanish speakers, we also have speakers of Arabic, Urdu, Chinese, Albanian, French, Fulani, Haitian- Creole and Twi. In order to meet their education needs, we provide additional enrichment programs beyond the school day. Mainstream ESL student services are provided through a combination of push-in and pull-out model.

Our goal is to ensure that all programs offered to our English Language Learners will foster academic achievement in all content areas and that the students reach proficiency in English by the end of their third year in the NYC school system. Our program also aims to attain the following high-priority goals:

*to increase reading achievement of all ELL students throughout grades K-5.

*To provide a standard based curriculum that is aligned with the Common Core NYS Standards.

Our School has implemented a Collaborative Team Teaching (CTT) approach to provide services for the ELL populations. The ESL teachers work with the classroom teacher on a daily basis in order to ensure progress for each English Language Learner. Two New York State Certified English as a Second Language Teachers push in to ELL classrooms or pull out small groups for ELL instruction. One ESL

A. Programming and Scheduling Information

teacher provides services to grades K-2, and the other ESL teacher provides services for Grades 3-5. ELL students in Grades K-5 who are at the beginning and intermediate levels of English language proficiency receive 360 minutes of ESL instruction per week as per CR Part 154. ELL students at the advanced level of proficiency receive 180 minutes of ESL instruction per week as per CR Part 154.

Newcomers: ELL students new to the country are not usually grouped by grade but by level of language acquisition and data based needs. ELL teachers pull-out newcomers across grade levels at least 4 out of the 8 mandated periods. During this time the focus is on strengthening basic interpersonal communication skills. Activities such as role playing, dramatic play, cooking, and games are being used to internalize the English language. This a pull-out component that allows newcomers to experience their second language in a non threatening, exciting environment. The additional mandated time is spent on fostering reading and writing development within the classroom using ESL methodologies.

SIFE students: We currently do not have any SIFE students at our school.

Long Term ELLs: We currently have one long term ELL, who has been receiving ESL services for 6 years. This child is a hold over and is currently being evaluated by the School Assessment Team. In order to provide additional support for this student, we have implemented the following:

*This student will be continuously progress monitored so that instruction specifically devoted to the strenghts and weaknesses of this child.

Courses Taught in Languages Other than English ⓘ

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

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

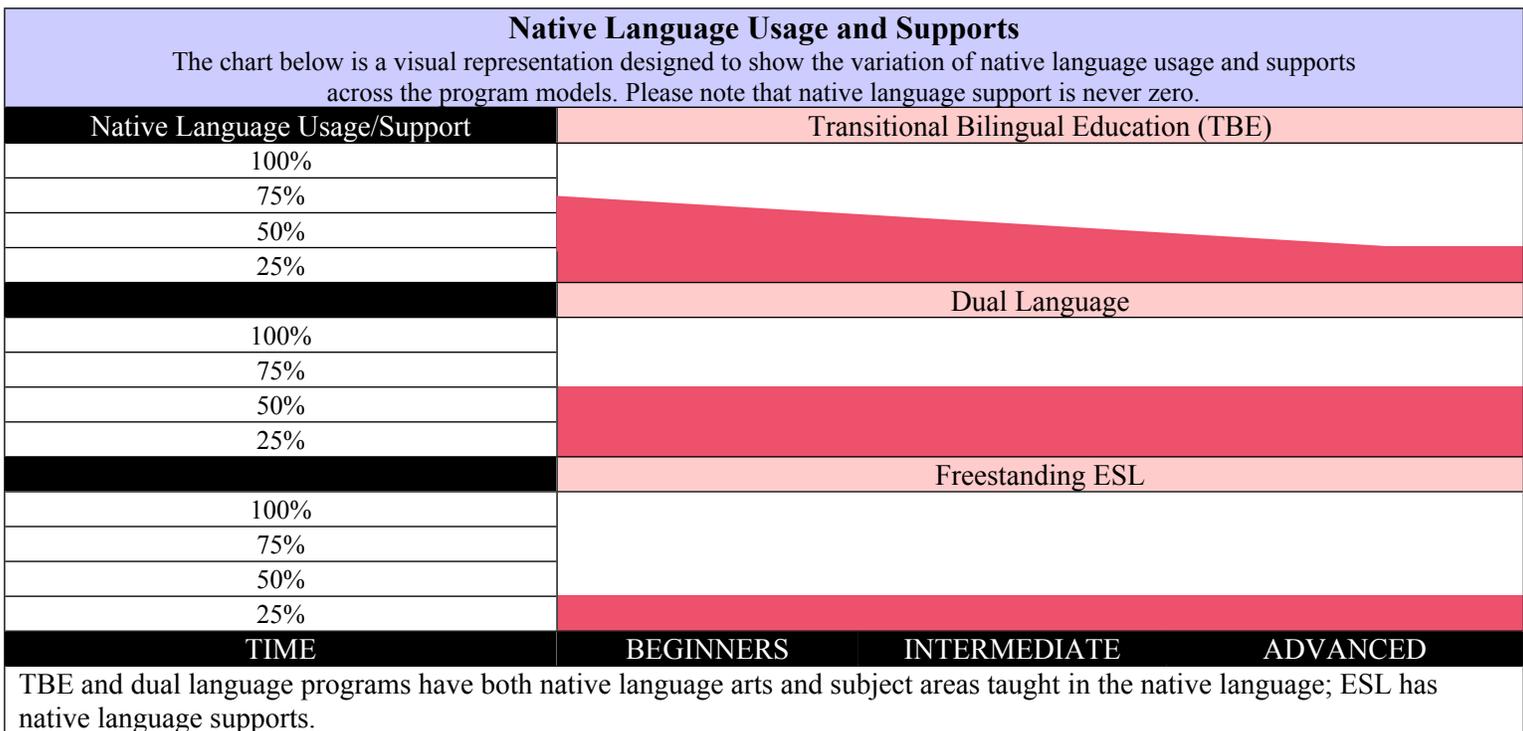
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



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?

*AIS teacher will provide Tier 2 small group instruction on a daily basis.

*ELL teacher, AIS staff, and classroom teacher will work collaboratively to review and plan effective reading and mathematics lessons.

ESL teachers utilize data to support instruction for all ELL students in all content areas. Based on data provided by NYSESLAT, the LAB-R, NYS Exams, simulation exams, Teachers College Assessments, unit tests, etc. The ESL staff develops an individualized plan for each ELL student based on his/her individual needs.

ELL students performing on a Level 1 are given Tier 2 instruction by AIS staff and/or at-risk SETSS. ESL teachers and AIS staff work collaboratively to provide support for ELL students based on their needs. Continuous collaboration with AIS staff and classroom teachers allow the ESL teachers to ensure that the needs of the ESL students are being met. In addition to Title III programs, ELLs receive support by attending afterschool programs that will support both their academic and emotional success.

PS 41 has implemented the Teachers College model for English Language Arts instruction. As a part of this model, teachers provide our students access to literature through the following modes: small group instruction, read-aloud, shared/interactive reading, partner reading and independent reading. The Teachers College model is also supplemented by "Foundations" and "Words Their Way". The Lucy Calkins "Units of Study" are used for writing instruction.

For the 2011-2012 school year 40 ELL students, including Special Education students receiving ESL services, will participate in an individualized computer based program called "Imagine Learning". "Imagine Learning" is designed to strengthen and support all modalities of literacy and language acquisition. Imagine Learning will be used as a Tier 2 intervention so that core curriculum and ESL instruction are not interrupted.

Science instruction in K-2 involves the Foss Hands-On Inquiry program. The NYS Science Standards are promoted within read alouds, shared reading, guided reading, independent reading and writing. The use of the Scientific Method is utilized for recording observations, data, reactions and responses in science journals. Students in Grades 3-5 are using the Harcourt Science Program. ELL students particularly benefit from Foss because they are hands-on, manipulative based programs.

The "Pearson EnVision" Mathematics program is the curriculum used in grades K-5. Pearson is a comprehensive, balanced curriculum that is aligned with the NYS Common Core Standards. The program engages and motivates students through the use of manipulatives and games. Teachers differentiate instruction based on student data, focusing on their individual needs. Additionally, the Pearson program provides specific strategies and activities to meet the needs of ELL students and ensure optimal success for them.

Social Studies instruction in Grades K-2 use Scott Foresman textbooks and hands-on materials, as well the Rosen and Dominie Press Social Studies Libraries. These differentiated, leveled content area materials are used for guided and independent reading. Textbooks are used as read-alouds and shared reading. Students are taught strategies to read non-fiction materials using the Teachers College Reading/Writing Model. ELL students specially benefit from this mode of instruction.

In order to comply with CR PART 154 mandates all ELL students receive the mandated 180 minutes of each Content Area instruction on a

weekly basis. This instruction is supported by the ESL staff using ELL methodologies to ensure academic success for these students.

Through weekly Data Inquiry Meetings revisions in programming, curriculum, and Tier 2 interventions are continually reviewed. We carefully review data and make changes to programming and/or curriculum if necessary. Additionally, all staff members incorporate Native Language support through understanding and incorporating culture and customs in our lessons.

The ESL teacher utilizes the following materials and strategies:

- Rigby's, *On Our Way to English*, which focuses on language, literacy and content area instruction. The units are thematic and include newcomer books, big books, and manipulative charts for guided instruction in English. There are three key strands based on content area standards, which help to differentiate instruction: thematic units, phonics, and guided reading. The program includes both informal and formal assessments.

Teachers of ELL's use visuals, pictures and films to scaffold and contextualize as they teach the cognitively demanding language of the content area subjects. For example, films produced by the "Magic School Bus" can help an ELL child understand content area Science. Review of the "Weekly Reader" in class, can help students learn about content area Social Studies and their environment. Content area word walls with word and picture posted along with realia can help ELL's to be more successful in the target language. Knowing the meaning of key area words can help a child accelerate English language development in the content area. A child can understand how to solve math problems if he/she knows what the words "sum, difference, average or perimeter" mean.

In reading and writing our ELL students need scaffolding so that they can perform well in their State tests. A variety of instructional approaches are used by the classroom teacher to enhance comprehension and to enrich the language development of ELLs. Examples of these are: heterogeneous groupings (so that the native or more advanced students may help the non-native or beginning/intermediate students in their struggle to achieve mastery of the subject matter); audio-visual aids, such as posters and charts; manipulatives (particularly in math for the lower grades); levelled readers; vocabulary practice of key terms, phrases, and concepts (word walls).

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)?

N/A

D. Professional Development and Support for School Staff

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

Teachers and other staff responsible for the delivery of instruction and services to limited English proficient students are involved in on-going professional development. ESL teachers and classroom teachers articulate with the data specialist, AIS and SETSS teachers, to discuss progress of ESL students. After analyzing data, professional development activities are planned based on the needs of students and teachers. In addition to on site professional development, teachers attend workshops at Teachers College on a regular basis. These reading and writing workshops incorporate specific strategies to support instruction of ELLs. Based on the results of the needs assessment survey given to classroom teachers who service ELLs, and/or teachers who need the mandated 7.5 hours of ELL professional development, the following on-site staff development topics will be addressed:

*Working with Newcomers	Fall 2011
*Developing Phonemic Awareness	Fall 2011
*Integrating Vocabulary Development into Content Area Instruction	Winter 2011
* Strategies to strengthen writing	Winter 2012
* Getting Ready for the NYSESLAT	Spring 2012
* Using Technology to Support ELLs	Ongoing

A log of attendance is kept for each workshop in order to ensure that the mandated 7.5 hours of ELL professional development is completed.

All staff development workshops will incorporate NYS Common Core Learning Standards and will focus on strategies to specifically differentiate the needs of ELLs.

Additionally, the principal of PS 41 makes every effort to ensure that the needs of ELL students are disseminated to all staff members at weekly Data Inquiry Meetings, grade meetings and monthly staff meetings.

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?

ESL Parent Community:

For the 2011-2012 school year, we will use program funds to collaborate with the Parent Coordinator at our school. The ESL teachers will also collaborate with the SETSS teacher, and AIS staff to integrate the parents of ELL students into parent workshops and meetings. If the parents speak a language other than English, an interpreter will be available. Parents of ELL students will be actively encouraged to participate in all school wide parent workshops and meetings so that they can be more actively involved in their child's education and better assist their children at home.

ESL teachers will hold meetings for parents of students who are newly arrived to New York City schools. Placement procedures and program choices will be discussed. There is a DVD available in eight languages and if necessary, an interpreter will be used for lower incidence languages. There will be at least one meeting at the beginning of the school year, and several ongoing meetings during the remainder of the school year. Parents of ELL students will be actively encouraged to attend.

A Saturday ESL Academy has been established. An estimated, seventy seven ESL students are participating in this program. The program began in October and will run through January. Students will attend from 9:00pm to 12:00pm. The program focuses on strengthening listening and speaking skills through modeling and repetition of basic language patterns via rhymes, chants, songs, etc.

ESL parents are encouraged to attend in house on-going workshops to empower them to support the educational needs of their children. In order to ensure optimal participation of ELL parents at these workshops, translation and oral interpretation services will be provided. Additionally, school-wide activities provide an opportunity for the PS 41 school community, including ELLs, to learn about our diversity and help build community. In order to achieve these goals the following are activities and workshops will be provided for the PS 41 school community during the 2011-2012.

- *Meet the Teacher Night/ Open House
- * ELL Parent Orientation
- * Literacy Workshops: The Importance of Independent Reading
- * Preparing your Child for the NYS ELA and Math Exams
- * Family Fun night
- * Harmony Festival
- * Family Game night
- * Child Abuse Awareness Workshop
- * Parent Teacher Conferences
- * Monthly Parent Workshops

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

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)	5	11	6	1	4	1	0	0	0	0	0	0	0	28
Intermediate(I)	12	5	14	5	6	6	0	0	0	0	0	0	0	48
Advanced (A)	2	8	6	12	12	5	0	0	0	0	0	0	0	45
Total	19	24	26	18	22	12	0	0	0	0	0	0	0	121

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	0	0	1	0	0	0	0	0	0	0	0
	I	11	6	3	0	1	1	0	0	0	0	0	0	0
	A	5	16	15	15	11	6	0	0	0	0	0	0	0
	P	2	6	8	15	10	9	0	0	0	0	0	0	0
READING/ WRITING	B	5	10	6	1	4	1	0	0	0	0	0	0	0
	I	11	6	13	5	6	6	0	0	0	0	0	0	0
	A	2	4	6	12	10	5	0	0	0	0	0	0	0
	P	1	7	2	2	2	4	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	9	3	0	20
4	2	7	3	0	12
5	2	11	0	0	13
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	4	0	8	0	8	0	0	0	20
4	4	0	6	1	5	0	1	0	17
5									0
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
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.

PS 41 has implemented the Teachers College Reading/Writing Assessments to track students' progress on an on-going basis. Students are evaluated four times per year using these assessments. The assessments consist of four subtests: running records, sight word lists, spelling inventory, and writing on demand. Each subtest provides the ESL teachers, classroom teachers, and other support staff with individualized data that will be used to inform and differentiate instruction. In addition to the four formal Teachers College testing dates, PS 41 continues to have systems in place to monitor student progress. This is done through reading and writing conference notes, informal running records, sight words checklists, and words their way teacher made assessments.

The results of the NYSESLAT and the LAB-R indicate that the majority of our ESL students are at the intermediate or advanced levels of English language proficiency. As indicated in the NYSESLAT, the number of students in grades K-2 (22) who scored at the beginning level of proficiency was about 4 times that of the number of students in grades 3-5 (6). This has typically been the trend over the last several years.

NYS ELA assessment data indicates that 60% of our ESL students in grades 3-5 scored at a level 2 proficiency in Spring 2011. As a result of this data, these students will be closely monitored and receive Tier 2 Intervention by AIS Staff and ESL teachers. Additionally, they have been invited to attend Saturday ESL classes. The data also indicates that 37.5% of our ESL students scored a level 1 on the 2011 ELA exam. As a result, these students will receive intensive Tier 2 small group intervention on a daily basis. These children will also be invited to attend afterschool ELA classes which will focus on specific test taking strategies and skills for ELL students. These students have also been invited to participate in the ESL Saturday Academy.

NYS Math assessment data indicates that 37.8% of our ESL students in grades 3 and 4 scored at a level 3 or 4. Data shows that 59.5% of our English language learners scored at a level 1 or 2. This data has broken the trend, due to the fact that a higher percentage of our ELLs scored at a level 1 or 2. As a result, we have implemented a new school wide, New York State Common Learning Standards aligned mathematics program. The "Pearson EnVision" Mathematics program allows for a greater hands on approach to teach mathematics instruction. In turn, this will promote student progress in Math.

Our ELL program is continuously monitoring student progress through formal and informal assessment. The ELL teachers, classroom teachers, and additional support staff articulate during zero period to discuss student progress. Informal assessments such as "kid watching," conferencing, teacher made assessments, etc. allows teachers to monitor student progress and plan accordingly. We currently maintain student work folders and hold weekly data inquiry meetings to evaluate student progress. We will also continue to implement the following to ensure that all children are receiving the interventions that fit their individual needs:

*Continue to provide Professional Development to support teachers on how to use rubrics and checklists as assessment tools. This professional development will also include strategies to make assessment tools more user friendly for ELLs so that peer interaction and evaluation can be meaningful practice in our classrooms.

*Continue articulation amongst ESL teachers, classroom teachers, support staff and administration. Teachers are given common time to assess and plan for the language development of the ELLs. This is facilitated at PS 41 through weekly Data Inquiry Meetings.

*The ESL teachers and other LAP committee members will continue to attend in-house ongoing curriculum meetings in order to review and implement the LAP as well as ensure that the LAP compliments other school policies.

*Both ESL Teachers will participate in the Response to Intervention Team meetings. This committee discusses, reviews, and plans for at risk students' academic and social progress.

*Continue to provide all ELLs with testing accomodations for statewide assessments. This includes extended time, separate location, the use of bilingual dictionaries, the use of native language tests or oral interpretation services for lower incidence languages.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>The Gun Hill Road School</u>		School DBN: <u>11x041</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erika Tobia	Principal		1/1/01
Jean Lennon	Assistant Principal		1/1/01
Evelyn Collazo	Parent Coordinator		1/1/01
J. Capalbo & J. Calabrese	ESL Teacher		1/1/01
Nackeya Beazer	Parent		1/1/01
AIS- G. Mazzacane	Teacher/Subject Area		1/1/01
AIS- B. Mazzanti	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Greysi Guzman	Guidance Counselor		1/1/01
Elmer Meyers	Network Leader		1/1/01
Sonia Guerrero	Other <u>SETSS</u>		1/1/01

School Name: The Gun Hill Road School

School DBN: 11X041

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kai Ama Hamer	Other <u>SETSS</u>		1/1/01
AIS- B. Plaskett	Other <u> AIS</u>		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X041 **School Name:** PS 41

Cluster: 6 **Network:** 607

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

Part A: Needs Assessment Findings

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

PS 41 has undertaken several steps in order to ensure that all parents are provided with appropriate and timely information in a language they can understand. First, the Home Language Identification Surveys (HLIS) were reviewed to identify which languages were read and written at home. This was done by the ESL teachers in conjunction with the school's bilingual (Spanish/English) Parent Coordinator. Next, an informal oral language survey was conducted by the ESL teachers with the students to clarify the language needs in the home. Finally, the classroom teachers discussed with the ESL teachers and the Parent Coordinator the language needs of the parents with whom they need to communicate. The language in which translation is mostly needed is Spanish. Additionally, it was determined that for PPC and IEP meetings, oral interpretation services may need to be provided in French, Twi, Fulani, and Albanian.

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.

Through the process followed and discussed in question 1, PS 41 has determined the language in which written translation and oral interpretation is needed is Spanish. All important documents (ie. letters, report cards and other correspondence) will be translated into Spanish. This correspondence includes, but is not limited to: Title I, and Title III, letters for after school programs, Saturday sessions, important and necessary letter to be sent home, hand books, and flyers for parent workshops, and letters that are sent home from the School Assessment Team to parents for I.E.P. Meetings.

These translated services will meet our identified needs so that our large, non-English speaking population will be more involved in the day to day activities of our school. Non-English speaking families will be more aware of the workshops, activities, and services provided to the PS 41 school community. These services will provide Non-English speaking parents with access to their children's education options, help support parent- school accountability and broaden parent's capacities to reach their child's educational goal. Additionally, these services will also help

ensure our continued compliance with CR Part 154 and Title III regulations.

Part B: Strategies and Activities

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

We reviewed the Home Language Identification Surveys (HLIS) to identify what languages are spoken at home. We conducted an informal oral survey with the students to clarify the language needs in the home. Finally, the classroom teachers discussed with the ESL teachers and the school's bilingual (Spanish/English) parent coordinator the language needs of the parents with whom they need to communicate. The language in which translation and oral interpretation are needed is mainly Spanish. For PPC and IEP meetings there is also a need for oral interpretation in Albanian, French, Fulani and Twi. On site Spanish translation services will be provided by the ESL teachers, parent coordinator or other school staff. If the need for translation (Albanian, French, Twi or Fulani) services for PPC and IEP meetings should arise, then an outside vendor will be provided by the school.

The process described above will ensure the timely dissemination of translated documents to parents determined to be in need of language assistance services. In addition, parents will be able to support shared parent-school accountability, access information about their children's educational options and increase their capacities to improve their children's achievement. In addition, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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.

PS 41 will provide oral interpretation services for all Parent-Teacher Association meetings in Spanish. In addition, these services will be available for parent workshops and parent-teacher conferences. Oral interpretation in Spanish will also be available at School Assessment Team IEP meetings. These services will be provided in-house by school staff. If there is a need for oral interpretation services for PPC and IEP meetings in a language other than Spanish, specifically Chinese, Albanian, French, Twi or Fulani, an outside vendor will be contracted.

These oral interpretation services will meet our identified needs so that our non-English speaking parents will feel more comfortable to attend the workshops and meetings provided for the P.S. 41 school community. Non-English speaking families will be more cognizant of the workshops and services provided for the P.S. 41 school community. Our non-English speaking parents will have a better understanding of their children's educational options, will be more empowered to support shared parent- school accountability and will ultimately increase their capacity to improve their children's achievement. These services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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>.

PS 41 will provide Spanish translation and interpretation services for all important citywide and school-wide materials as well have an interpreter available in Spanish at parent meetings including ESL parental choice, parent workshops, and PTA meetings. These services will be provided in-house by school staff. If the need arises to provide interpretation services for PPC or IEP meetings in a language other than Spanish, specifically French, Albanian, Twi or Fulani, then an outside vendor will be contracted to provide these services.

If translations are not readily available, we will notify parents of other options regarding school documentation.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 041	DBN: 11X041
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: computer program
Total # of ELLs to be served: 98 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Title III Morning and After-School Program for Grades 3-5

The Title III program consists of a morning and afterschool ESL support program is slated to begin in January of 2013 and run through April 2013. The programs will meet twice weekly for a one hour period. The program will provide ESL students in grades 3-5 with additional reading/mathematics intervention. The students chosen will meet with a certified ESL teacher three times weekly for the duration of the program. A school supervisor is present as acting supervisor for each Title III program. Supervisors are present to ensure the safety of all persons involved in each program. Supervisors oversee program management and implementation of curriculum according to Title III guidelines.

The students will be selected based on several informal/formal assessments for example, Running Records (Fountas and Pinell), ELA/Math simulation exams, Pearson Envision unit assessments, Classroom/ESL teacher recommendation. The focus of both morning and afternoon sessions will be reinforcement of reading/math strategies utilizing ESL methodology. In addition, this program will focus on specific test taking strategies for example, listening skills, problem solving, test language, etc.

Materials that will be used consist of varied leveled guided reading books from Houghton Mifflin and/or Rigby Into English series, supplemental materials will be downloaded and used from the Imagine Learning program, Into English big books will be used for shared reading activities as well as Words Their Way to support word study. Math manipulatives will be used to reinforce concepts through hands-on learning. Test preparation strategies will be reinforced via the NEW YORK Ready Instruction (Curriculum Press) in both reading and mathematics as well Rally Education support materials.

As of today, 20 beginning level ELL students, including a few Special Education students receiving ESL services, will participate in an individualized computer based program. Additional licenses will be purchased on an as needed basis throughout the year. Imagine Learning is designed to strengthen and support all modalities of literacy and language acquisition. The Imagine Learning software uses engaging multimedia to teach students to speak and read English. Imagine Learning provides instruction and practice in the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. It also provides strategic first language support in 13 languages. Title III funds were purchase these software licenses and professional development on using the program data effectively. The licenses allow ESL students to access the individualized program on a daily basis for a

Part B: Direct Instruction Supplemental Program Information

period of one year.

Saturday Academy For ELL Parents and Beginners

A Saturday ESL Academy will be implemented for ELL parents and students at the beginning level of English language proficiency. All ELLs at the beginning level of language acquisition will be invited to the program. Parents who have limited English skills are encouraged to join their children as well. The program will run for 8 weeks and each session will be from 9:00 am – 12:00 pm. The program focuses on strengthening listening and speaking skills through modeling and repetition of basic language patterns via rhymes, chants, songs, etc. Materials will be provided through Title III funds. Materials include picture word cards to increase vocabulary, flip charts of Nursery Rhymes, Alphabet Songs, and other songs. Audio-visual materials are used in the program to increase listening skills. Books on tapes and cd are implemented daily.

Title III Math Component for 3rd Grade Students

On November 6, 2012 a 6 week program in Math will begin for selected 3rd Grade students. The program will meet twice weekly for a period of one hour. The students chosen, including ELLs, were chosen based on an assessment of 2nd grade math concepts. Students who are at risk due to non-mastery of 2nd grade math concepts are invited to the program. ESL and general ed teachers will work together to close the gaps.

Teachers who are participating in the Teacher Effectiveness Program/Response to Intervention Team (RTI) will meet afterschool on a bi-monthly basis team to discuss how English Language Learners can be cognitively challenged based on the Danielson framework and Common Core Learning Standards. Teachers will discuss ELLs students specific needs based on data and develop effective action plans for students. The team will target ESL students who are Level I and continually discuss progress and discuss strategies for effective teaching practices. Additionally, these students will be monitored and discussed at weekly DIT meetings and RTI meetings to assess progress of individual students. The team consists of ESL teachers and classroom teachers.

Title III funds have been used to purchase supplementary material to support newcomers as well as level 1 ELL students. Audio-visual materials, computer software, games, picture libraries, big books, etc. have been purchased and distributed to classroom/ESL teachers servicing ELL students. Materials purchased will be utilized to support instruction and differentiation in all Title III programs.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

Teachers and other staff responsible for the delivery of instruction and services to limited English proficient are involved in professional development at PS 41. ESL teachers and classroom teachers articulate with the data specialists to discuss progress of ESL students on an on going basis. After analyzing data professional development activities are planned based on needs of students and teachers. In addition to on-site professional development teachers attend workshops at Teachers College on a regular basis. These reading/writing workshops incorporate specific strategies to support instruction of limited English proficient students.

After analyzing a needs assessment survey provided by classroom teachers who service ELLs the following on site staff development topics will be addressed:

*NYSESLAT DATA: Using data to drive instruction Fall 2012 Lantugia and Calabrese

*Working With Newcomers: Focuses for instruction Fall 2012 Lantigua and Calabrese

*Pearson Envision Program Data: using data to drive instruction on-going Jenny Laird/Carmen Lantigua and Mary Schmidt & Pearson Staff Developers

*NYSESLAT: Test format for new teachers of ELLs Spring 2013

*Preparing ELLs for Standarized Exams: Developing "test" language Winter 2012 Grade AIS teachers/Carmen Lantigua

*Getting Ready for the NYSESLAT Spring 2013 Calabrese/Lantigua

All staff development workshops will incorporate NYS Common Core Learning Standards and will focus on strategies to specifically differentiate instruction and meet the needs of limited English proficient students.

Imagine Learning will also provide a four hour onsite training to the staff who will be using the software. The goal of the session is to ensure a best practices implementation of Imagine Learning at our school. The training will expose teachers to the program's scope and sequence; give them hands-on experience with the software; and help them understand how to use the data provided by the program's reports to individualize instruction.

Imagine Learning Staff Development: Using Data to drive instruction November 2012 (ESL teachers will partcipate)

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

In addition to mandated parent orientation meetings, PS 41 supports parents through offering monthly parent workshops. The workshops are designed to empower parents with the knowledge to support the educational needs of their children. Techniques, ideas, and tips will be provided at each session to support parents in their child's education and making an impact on higher achievement for ELLs. PS 41 encourages all parents of ELLs to participate in every workshop held. In order to ensure optimal participation of ELL parents at these workshops, translation and oral interpretation services will be provided. Additionally, school-wide activities provide an opportunity for the PS 41 school community, including ELLs, to learn about our diversity and help build community. In order to achieve these goals the following are activities and workshops will be provided for the PS 41 school community during the 2012-2013 school year:

*Homework Is Essential: Helping your child with their homework?

*Meet the Teacher Night/ Open House

*Peason Envision On-line Parent link

* ELL Parent Orientation

* Literacy Workshops: The Importance of Independent Reading

*Choosing a Just Right book

* Preparing your Child for the NYS ELA and Math Exams

* Family Fun night

* Harmony Festival

* Family Game night

* Child Abuse Awareness Workshop

* Parent Teacher Conferences

* Monthly Parent Workshops

Workshop providers will consist of classroom teacher, Academic Intervention Service Teachers, ESL teachers and other school staff. Each workshop will be approximately one hour in duration with time

Part D: Parental Engagement Activities

for individual questions, comments or concerns at the end of each session.

The Imagine Learning software purchased for ELLs will also promote parental involvement. At the start of the year, parents will receive a letter from Imagine Learning explaining the program and describing ways parents can help continue their child’s literacy education at home. The program then generates progress reports (in one of the 15 languages the program supports) that the child brings home. The reports itemize students ‘achievements and offer reminders of areas and skills that students should practice and review at home. The software also generates extra support materials to be worked on at home including vocabulary worksheets, letter worksheets, rhyming word books, sight word flashcards, and many other supporting pieces.

Part E: Budget

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

Allocation Amount: \$14448

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$7,500.00	*ESL afterschool/morning programs *Saturday Academy *Professional Development study groups
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$500.00?? \$850.00	Professional Development for Imagine Learning English program Translation Services
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	1,238.00 \$3,300.00 \$400.00	Manipulatives, big books, STARFALL subscription, games to stranghten language acquisition, guided reading materials for ELLs Imagine Learning individual student licenses; individualized computer instructional program Refreshments for parent workshops

Part E: Budget

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

Allocation Amount: \$14448

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	\$360.00	Educational software to support content area learning
Travel		
Other		
TOTAL	\$14,448.00	