



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: EMMA L JOHNSTON

DBN (i.e. 01M001): 17k241

Principal: FRANTZ LUCIUS

Principal Email: FLUCIUS@SCHOOLS.NYC.GOV

Superintendent: BUFFIE SIMMONS

Network Leader: ROXAN MARKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Frantz Lucius	*Principal or Designee	
Lurline Heyward	*UFT Chapter Leader or Designee	
Catasia Williams	*PA/PTA President or Designated Co-President	
Earllene Wilson	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	
Charmaine Ricketts	Member/ Teacher	
Tamara Foy	Member/ Teacher	
Marcia Walker	Member/ Teacher	
Stephanie Peltz	Member/ Teacher	
Cynthia Agyemang	Member/ Parent	
Althea Leslie	Member/ Parent	
Christine Carr	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, there will be an improvement in effectiveness of a minimum of 75% of our teaching staff in their ability to provide strategies that support multiple entry points for All students and that promote student progress, as measured by their students' formative/summative assessment data, preliminary State cut score results, and/or teacher observation reports.

Comprehensive Needs Assessment

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

Based on the data collected from state assessments, baseline reading and math assessments as well as teacher observation reports, it was evident that one of our priorities for the 2013-2014 school year would be the enhancement of instructional practices to increase by 3% the number of all students making progress in ELA and Mathematics.

Only 26% of students met the standard for ELA last year:

ELA					L1	%	L2	%	L3	%	L4	%
17k241	All Grades	2012	All students	244	19	7.8	7	32.0	136	55.7	11	4.5
17k241	All Grades	2013	All students	278	104	37.4	101	36.3	60	21.6	13	4.7

Approximately 34% of students met the standard for Mathematics last year:

Math					L1	%	L2	%	L3	%	L4	%
17k241	All Grades	2012	All students	250	20	8.0	69	27.6	101	40.4	60	24.0
17k241	All Grades	2013	All students	286	93	32.5	95	33.2	66	23.1	32	11.2

Approximately 58% of ELL students made progress on the NYSESLAT Exam while 42% either maintained their levels or regressed.

Based on data collected from the 2012-2013 TEP Pilot, 61% of teachers were either developing or ineffective in Assessment in Instruction and Questioning and Discussion.

Early data from classroom observations revealed that P.S. 241's instructional focus, Multiple Entry Points, was not evident in almost 50% of classrooms. They struggled to implement routines and procedures around small group discussion, as well as using academic vocabulary in their communication with students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Professional Development: PD will be given around the following topics: Close Reading, Questioning, Assessment and Data Analysis, Multiple Entry Points, Common Core Standards as they relate to teacher and student expectations in ELA and Math, DOK as it relates to ELLS and SWD, use of data to differentiate lessons for students working below and above grade level, and PD on ESL methodology.
- The Danielson's Framework for Teaching and Learning will be used for observing and providing actionable feedback to all teachers who will self-assess on selected components of the Danielson Rubric on ARIS Learn.

3. Teachers will write effective lessons in accordance with the Instructional Shifts, Danielson Framework and Common Core Learning Standards
4. Instructional Rounds and grade level inter-visitations will provide teachers with feedback from their peers regarding best instructional practices.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Network Achievement Coach, Consultants, ESL and Lead Teachers.
2. Principal, Assistant Principal, Teachers
3. Classroom Teachers, Assistant Principals, Principal
4. Classroom Teachers, Lead Teachers, Administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Seventy-five percent of teachers observed will be rated Effective or Highly Effective in competencies 3b and 3d by February, 2014
2. Administrators will observe teachers a minimum of four times to gauge progress and teachers will complete at least two self-reflections
3. Administrators will evaluate at least two lesson plans for effectiveness in planning multiple entry points and assessment opportunities
4. The number of students who are scoring level 1 and 2 will decrease by 10 to 20%.

D. Timeline for implementation and completion including start and end dates

1. Professional Development will take place weekly from September 2013 to June 2013.
2. Observations and self-reflections will be completed between September 2013 and April 2014
3. Lesson plans will be submitted at pre-observation conferences between September 2013 and April 2014
4. Instructional Rounds will be conducted between September 2013 and April 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Assistant Principals will conduct “Lunch and Learns” on Wednesdays targeting Danielson’s competencies. Administrators will also focus on the Framework during Thursday meetings and conduct follow-up observations to ensure implementation.
2. During pre-observation conferences, observations and post-conferences, administrators will determine the extent of teacher progress in the competencies.
3. Teachers will incorporate instructional shifts, UDL strategies etc. in all lesson plans which will be reviewed periodically by administrators.
4. Grade leaders and other Lead Teachers will provide support to struggling teachers around multiple entry points and other areas of concern via classroom observations, instructional rounds and teacher team meetings.
Teacher teams will develop, implement and assess instructional strategies with the support of network staff, Math and ELA consultants, Principal and Assistant Principals

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).

1. Title 1 and ESL teachers will conduct workshops to support the parents of ELL and SWD.
2. AP, Parent Coordinator and other staff members will attend PTA meetings regularly to share information on the Common Core Standards, City Wide expectations and respond to parent questions and inquiry.
3. The school will conduct parent workshops that address the common core standards during PTA meetings.
4. The school will host a “curriculum night” and distribute user-friendly materials and guides.
5. The school will create and distribute a newsletter, (Haitian-Creole and Spanish) which will contain tips for parents on how to promote reading, help with homework, etc...
6. Parents will be trained and encouraged to access ARIS PARENT LINK and the P.S.241.org website.
7. Parent members of the School Leadership Team will participate in decision making processes.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
CIE Fair Student Funding											

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all teachers will design curriculum activities that are Common Core aligned, rigorous, appropriately paced, cognitively engaging and supportive of ALL learners, as evidenced by student tasks, assessment data, and work products.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<ul style="list-style-type: none">For the year 2011-2012, we attempted to align Everyday Math and Imagine It Programs with limited success due to the fact that we were still unpacking the Common Core Standards. Our best exposure to the Standards came from the implementation of the bundles from the Common Core Library.In 2012-2013, we not only developed our own CCLS aligned units of study in ELA but also implemented a unit from Engage New York and two other units from the Common Core Library. With changing expectations every year, much was accomplished since at least 50% of teachers were engaged in the development of these units and about 80% of them implemented three CCLS aligned units. Nevertheless, the results from the 2012-2013 State Exams indicate that much work remains (i.e. 26% of students met the standards in ELA and 34% in Math).Although teachers had participated in workshops around curriculum development in preparation for the 2013-2014 school year, implementation was still spotty. Some teachers still require assistance with implementation and integration of the Instructional Shifts in both Math and ELA.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none">Teachers will unpack content-based Units of Study that reflect the instructional shifts and that are aligned with the Danielson Framework for Teaching.DOK (Webb's Depth of Knowledge) will be used to develop tasks that are aligned with the Common Core Standards.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none">Classroom teachers, Consultants, Principal, Assistant PrincipalClassroom teachers, Grade leaders, Consultants,
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers, in collaboration with consultants, will unpack 3 units of study in ELA as well as develop curriculum maps for mathematics.
2. Grade level teacher teams and consultants will evaluate a collection of student tasks taken from each unit, to ensure that they are content-based and aligned with the Common Core Standards

4. Timeline for implementation and completion including start and end dates

1. Units of Study will be completed by September 2013, December 2013 and March 2014
2. Teachers will meet a minimum of two times before the implementation of each unit, to evaluate alignment of tasks.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher leaders will be trained by consultants in the development of curricula then turnkey for other teachers via teacher team meetings and workshops. Consultants will provide feedback to teachers after they have submitted units of study and pacing calendars. The Principal and Assistant Principals will hold monthly meetings with teachers and grade leaders to ensure implementation of Math and ELA curricula, as well as review progress toward goals. Administrators will revise Math and ELA blocks to address teachers' concerns regarding unit content and length (e.g. shortening lessons to include foundational skills such as grammar).
2. Grade level teacher teams will meet to evaluate and modify pre- and final unit assessment tasks, and then update units based on evaluation of student data.

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).

Title 1 workshops
 ELA and Math workshops
 CCS workshops
 New York State ELA assessment workshops
 Meet-the-teacher night
 Parent-teacher conference
 Parents newsletter
 Updates on School Website
 Use of School Messenger to Keep Parents Informed
 Translation of School Communication Into Spanish and Haitian Creole

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, via strategies such as collecting data, conducting gap analyses of student work, and progress monitoring at the school-wide, teacher team, and individual teacher team levels, members of our teaching staff will be able to disaggregate a variety of data, to provide themselves with actionable feedback to support all learners,

including at-risk students.

Comprehensive Needs Assessment

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

While the majority of teachers collect data in the classroom, they are not always making decisions based on data. Monitoring student progress is one of the City Wide Expectations. We feel that it is important that teachers be trained in the generation and analysis of data to improve instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Administrators will use information gathered from Instructional Rounds and observations to provide feedback on data collection practices.
2. School teams will collect and analyze data from Unit, State and City assessments via Engrade, ARIS, Reading Tracker and Schoolnet to determine implications for administrators and teachers.
3. Professional development for teachers that address data collection and analysis
4. Teacher teams will participate in inter-visitations for the purpose of observing exemplary practices in gap analyses
5. Teacher teams will use analysis tools to monitor student progress, group for instruction, and adjust teaching strategies

2. Key personnel and other resources used to implement each strategy/activity

1. Principals, APs,
2. Grade level Teams, Data Team, Inquiry Team, Cabinet
3. Network staff, Principal, Assistant Principals, Data Specialist
4. Grade level teacher teams
5. Grade level teacher teams, Consultants

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Principals and Assistant Principals will conduct a minimum of four observations to note improvements in data collection practices
2. Inquiry and Data Teams will meet twice per month to analyze data for trends and, improvements
3. Monthly meetings will be held with grade leaders to ascertain use of workshop methods in tracking data
4. Teacher teams will complete self-reflections after each inter-visitation
5. All teachers will produce at least two lesson plans and one data analysis tool demonstrating effective collection, analysis, and use of data to drive instruction.

4. Timeline for implementation and completion including start and end dates

1. Teachers will be observed both formally and informally between September 2013 - June 2014
2. Inquiry and Data Teams will meet twice monthly from October 2013 to June 2014
3. Monthly meetings will be held with grade leaders from September 2013 to June 2014
4. Grade level teacher teams will observe others on at least two occasions between September and November 2013
5. Teachers will provide evidence of data collection and analysis between September 2013 and April 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Administrators will give timely and actionable feedback to teachers concerning data collection practices both during and after instruction.
2. All teams will engage in the collection and analysis of Unit and State assessment data to inform building decisions around academic intervention and budgetary allocations. The data team will then disseminate information (via a monthly newsletter) about what ongoing assessment data demonstrates in terms of student progress.
3. The Principal and consultants will facilitate data analysis workshops.
4. Teachers will incorporate best practices garnered from inter-visitations, insofar as using gap analysis protocol to modify instruction.
5. Teacher teams will use school analysis tools provided by Consultants or the Department of Education to monitor student progress

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

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

By June 2014, the number of parents who participate in school activities attend parent/teacher conference, and complete the learning environment survey will increase by 5% as measured by attendance logs of school events kept by the Parent Coordinator, PTA, logs indicating attendance at parent/teacher conferences, and the number of parents that complete the learning environment survey.

Comprehensive Needs Assessment

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

A review of parent attendance data reveals that the number of parents attending school events or completing the learning environment survey has decreased by at least 10%. The prevailing thought among educators and researchers is that parental involvement is an integral part of student success, which is why P.S. 241 has always had strong partnerships with parents. Since this collaboration has contributed largely to our success, we must make an effort to reengage our parents

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Increase communication with parents via school messenger, telephone, letters, e-mail and the P.S. 241.org website
2. Continue to hold Principal Honor Roll Breakfast & Luncheon.
3. Expand enrollment of parents in the Learning Leaders Program.
4. Offer workshops to parents on curricular expectations, ESL and Special Education methodologies, and use of ARIS and the school's website

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator, Teachers, Data Specialist, Principal, Assistant Principal, PTA, School Based Support Team
2. Principal, Parent Coordinator, Parents
3. Principal, Parent Coordinator

4. Testing Coordinator, Title I and Title III Teachers, Classroom Teachers, Principal, Data Specialist
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Conduct a monthly progress monitoring regarding the number of parents who attend workshops and meetings 2. Log the number of parents attending the annual Honor Roll celebration and compare it to last year's figure 3. The school will enroll at least 36 Learning Leaders and activate approximately 12 each year. Teachers will provide monthly feedback on effectiveness of parent participation. 4. Parents will complete reflection forms at the end of each workshop to indicate its effectiveness
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Parents will receive ongoing communication from September 2013 - June 2014 2. The annual Honor Roll Luncheon will be held in January, 2014 3. Conduct annual enrollment and training of Parent Leaders by the end of November, 2013 4. Monthly workshops will be given to parents between September 2013 and June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. The school will use multiple means of communication to inform parents of meetings, workshops and student progress. Communications will be delivered in the primary languages of the school. We will also provide translators for parents at PTA meetings and other conferences. 2. The annual Luncheon celebrates students and parents who have achieved Honor Roll status. Students will receive trophies and certificates while parents are given flowers for their contribution to their children's success. 3. The Parent Coordinator will enroll and train volunteers to provide one-on-one tutoring to students and non-instructional assistance to classroom teachers. 4. Parents will participate in monthly workshops centered on school curricula and citywide expectations, as well as those specifically requested, such as testing and technology support.

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).
<ul style="list-style-type: none"> • Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training in current software and programs to build parents' capacity to help their children at home; • Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 75 to 80 percent of teachers will integrate technology into curricula, as evidenced by observations and lesson plans.

Comprehensive Needs Assessment

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

During the 2012-2013 school year, laptops were purchased for every classroom teacher. Interactive white boards were also made available to all teachers at the beginning of the current school year. Although teachers have access to technology, preliminary observations indicate that about 50% of those observed were not using the boards or instructional software. Some teachers report a need for additional equipment and training for effective implementation of technology. Since Multiple Entry Points was chosen as our instructional focus, technology will be a vital resource in supporting teachers' efforts to not only engage students but provide access to the curriculum.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

8. Strategies/activities that encompass the needs of identified subgroups

1. Provide training and support for teachers on new forms of technology that will give students access to the curriculum.
2. Teachers will include digital software or other technology tools in lesson plans and units of study
3. Recognize teachers for their efforts in using technology effectively.

9. Key personnel and other resources used to implement each strategy/activity

1. Technology teacher, CFN Network Consultants, Technology vendors
2. Teachers, ELA and Math consultants,
3. Principal, Assistant Principal

10. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will complete reflection forms at the end of each workshop to indicate its effectiveness. Administrators will conduct monthly observations to ensure compliance with technology expectations
2. Through pre-observation conferences and informal classroom visits, teachers will show inclusion of technology in planning at least 75% of the time.
3. Teachers will be recognized in weekly bulletins for best practices.

11. Timeline for implementation and completion including start and end dates

1. Training will be provided after the purchase of new technology between September 2013 – June 2014
2. Ongoing observations of technology use will be done between September 2013 and June 2014
3. Weekly bulletins will be distributed to all staff from September 2013 to June 2014

12. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We will form a Technology Teacher Team to provide ongoing support to teachers. The team will consist of 4 'tech-savvy' classroom teachers and the technology teacher and will meet bi-monthly during luncheon meetings or after school (per session) to assist staff with technology implementation and technical difficulties. The school will also purchase additional training sessions from technology vendors.
2. Teacher teams will integrate technology across all content areas in their lesson and unit plans. Purchase of supplementary materials such as Imagine Learning, Award Reading, and ST Math will ensure the infusion of technology into the curriculum as an additional access point for students.
3. As an incentive, teachers who consistently use technology or who have innovative practices will be recognized weekly.

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).

- Clear and open communication with parents regarding the school's technology program
- Parent workshops on technology software and programs being used.
- Communicating with parents through the school's website ps241.org.

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Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Alumni Contributions.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p><u>BrainPop</u> - This program creates animated, curriculum-based content that engages students, supports educators, and bolsters achievement. The program's on-line educational resources include BrainPop Jr. (K-2), Brain Pop, Brain Pop Española, and Brain Pop ESL.</p> <p><u>Award Reading</u> – An interactive, web-based, student-centered learning component that allows practice of actual text reading. The program enables students to build and strengthen literacy skills.</p> <p><u>Wilson Reading System</u>- a highly structured remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who may require multisensory language instruction.</p> <p><u>Imagine Learning</u> Interactive website that provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. This program provides support in 15 languages.</p>	<p><u>BrainPop</u> Small group instruction At home online</p> <p><u>Award Reading</u> Small group instruction At home online</p> <p><u>Wilson Reading System</u> Small group instruction</p> <p><u>Imagine Learning</u> Small group instruction</p>	<ul style="list-style-type: none"> • Before school during extended day period During the school day After school <p><u>Award Reading</u></p> <ul style="list-style-type: none"> • Before school during extended day period <p><u>Wilson Reading System</u> During the school day</p> <p><u>Imagine Learning</u> Extended day period During the school day</p>
Mathematics	<p><u>BrainPop</u> - This program creates animated, mathematics curriculum-based content that engages students, supports educators, and bolsters achievement. The program's on-line educational resources include BrainPop Jr. (K-2), Brain Pop, Brain Pop Española, and Brain Pop ESL.</p> <p><u>Math Playground</u> - An on-line Math Program for students who need a fun way to practice math facts. Math Playground includes a wide variety of math topics, from problem solving and mathematical art to real life math. This program is used in the auditorium, during inclement weather recess.</p>	<p><u>BrainPop</u> Small group instruction At home online</p> <p><u>Math Playground</u> Small group instruction At home online</p> <p><u>ST Math</u> Small group instruction At home online</p>	<p><u>BrainPop</u> During the school day After school</p> <p><u>Math Playground</u> During the school day After school</p> <p><u>ST Math</u> During the school day After school</p>

	ST Math – An on-line comprehensive, grade-level math program that utilizes Spatial-Temporal (ST) reasoning to teach math concepts that are aligned to state standards.		
Science	All Fourth Grade students are provided AIS through the Science Cluster Program. The students are given additional support using FOSS materials. The cluster teacher also collaborates with the classroom teacher to ensure cohesiveness in covering the curriculum.	FOSS Cluster program instruction	FOSS • During the school day
Social Studies	Time for Kids – Time for Kids is a division magazine of <i>Time</i> magazine that is produced especially for children. It contains some national news, a “Cartoon of the Week”, and other features in its weekly eight pages. It also runs special edition issues, a website which offers daily news coverage and is the home of the Time for Kids “Kid Reporter” program. BrainPop – This program creates animated curriculum-based content in social studies that engages students and bolsters achievement.	Time for Kids Small group instruction BrainPop Small group instruction At home online	Time for Kids During the school day BrainPop During the school day After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor works with children who are having behavioral difficulties in class and supports the classroom teachers. The Social Worker provides social services and assistance to improve the social and psychological functioning of children and their families. The School Nurse provides first aid services to all students, and also provides skilled nursing services to those students with a documented need. An Automated External Defibrillator program is in operation at our school. CPR and AED training have been provided to the staff. Physical Education and Fitness provides students with physical activities to improve health Vision Screening - Trained Learning Leader Volunteers assist with vision and screening.	The Guidance Counselor Small group instruction One-to-one The Social Worker Small group instruction One-to-one The School Nurse One-to-one An Automated External Defibrillator program One-to-one Physical Education and Fitness Group instruction Vision Screening One-to-one	The Guidance Counselor During the school day The Social Worker During the school day The School Nurse During the school day An Automated External Defibrillator program During the school day Physical Education and Fitness During the school day Vision Screening During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 3. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment

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

Retention, Assignments and Supports

1. We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards.
2. Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
3. Weekly Grade Meetings that provide teacher support through common core aligned curriculum-planning, goal setting for teachers and students, shared assessment and the analysis of data.
4. Participate in Teacher Effectiveness Program (TEP) to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

1. Teachers throughout the school will be provided with high quality professional development across the grades to support teachers in implementing instruction in accordance with the Common Core Learning Standards.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

School Psychologist and social worker will visit Head Start program to assess children and facilitate articulation with the school.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

6. Open house orientation
7. Partnership with Robin Hood Foundation
8. Learning Leaders workshop for parents of preschool age children about Common Core Standards

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

1. As part of the MOSL team, selected teachers participated in the decision making around Local and State measures of student learning.
2. During Teacher Team meetings and Common Preparation meetings, teachers use item/exam assessment tool to analyze the results of Diagnostic data in ELA and Math.
3. Teachers use assessment data to group students for instruction.
4. During instruction, teachers use a variety of techniques to assess student learning on the spot in order to adjust their lessons.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 17	Borough Brooklyn	School Number 241
School Name The Emma L Johnston School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mr. Frantz Lucius	Assistant Principal Derek Jones
Coach N/A	Coach N/A
ESL Teacher Marie Jean	Guidance Counselor Frank Alcamo
Teacher/Subject Area Mathilde Crepin	Parent Catasia Williams
Teacher/Subject Area Tamara Foy	Parent Coordinator Paulette Morrissette
Related Service Provider Marcia Walker	Other
Network Leader(Only if working with the LAP team) Roxan Marks	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	660	Total number of ELLs	68	ELLs as share of total student population (%)	10%
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Part II: ELL Demographics

A. ELL Programs

	K x	1 x	2 x	3x	4x	5x	
	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								
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
	1	1	1	1	1	1								6
	0	0	0	0	0	0								0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	52	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	11	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 SWD. [?](#)

ELLs by Subgroups

	All	SIFE	SWD	Al l	SIF E	SW D	Al l	SIF E	SW D	Tota l
TBE										0
Dual Language										0
ESL	52	0	4		0	4		0	0	
				11			1			68
Total	52	0	4		0	4		0	0	
				11			1			68

Number of ELLs
who have an
alternate placement
paraprofessional:

C. Home Language Breakdown and ELL Programs

Transition al Bilingual Education														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TO TA L
														0
														0
														0
TOTAL	0	0	0	0										

*EP=English proficient student

Dual Language (ELLs/ EPs*) K-8																				
	K	1	2	3	4	5	6	7	8	T O T A L										
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP								
																			00	00
																			00	00
																			00	00
TOTAL	00	00	00	00	00	00	00	00	00	00	00									

Dual Language (ELLs/EPs) 9-12										
	9	10	11	12	TOT AL					
	ELL	EP								
									00	00
									00	00
									00	00
TOTAL	00									

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

Hispanic/Latino): <u> </u>	Other:
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Freestanding English as a Second Language														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1	4	5	2								15
Chinese														0
Russian														
Bengali														0
Urdu														0
Arabic	1	0	1	0	1	1								4

Haitian	2	0	2	1	2	0								7
French														
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	8	9	9	3	9	5								42
TOTAL	11	10	11	8	17	8	00	68						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
Beginner(B)	6	2	3	2	5	2								20
Intermediate(I)	1	4	4	1	7	5								22
Advanced (A)	4	6	5	5	4	1								25
Total	11	12	12	8	16	8	0	67						

NYSE SLT Modality Analysis														
Modality Aggregate	Proficiency Level													
LISTEN ING/SP EAKING	B													
	I													
	A													
	P													
READI NG/WR ITING	B													
	I													
	A													
	P													

NYS ELA				
3				
4				
5				

6								
7								
8								
NYSAA Bilingual (SWD)								

NYS Math									
Grade	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	English	NL	English	NL	English	NL	English	NL	
4									
8									

NYSA A Bilingu al (SWD)									
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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 Foreign Language				

Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	Q1 1-25 percent ile	Q2 26-50 percent ile	Q3 51-75 percent ile	Q4 76-99 percent ile	Q1 1-25 percent ile	Q2 26-50 percent ile	Q3 51-75 percent ile	Q4 76-99 percent ile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

1. Our school uses a number of assessment tools to assess early literacy skills of our ELL population. They are: Fountas and Pinell running records, diagnostic test from the Expeditionary Learning Reading, Go Math, Pre- and Post- tests and Lesson Assessments from the above-mentioned programs. The data from these exams will help us to determine specific areas of need, strategic groupings and programs for remediation. The results will also be used to inform parents of their children's progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

The spring NYSESLAT results show patterns across proficiency and grade levels. There are larger numbers of students at the beginning level in the early grades than in the upper grades. Historically, our school has registered a greater number of students new to the country in the early grades. These children improve from year to year. If you look at the grade 5 students, we had only one student who tested and that child received an advanced level. Most of our ELL students in grades 4 and 5 have tested out and are now Former ELLs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

Analysis of the data from assessments such as the LAB-R, or the NYSESLAT, will help to make informed decisions in regards to content area instruction while taking into account the

language acquisition and development. Patterns across NYSESLAT modalities indicate areas where our ELLs need to improve. Our main focus is on reading and writing. Daily journal writing across the curriculum areas is used to develop writing modalities. We are also extending the reading of informational text to increase students' Depth of Knowledge. All students' performances are measured and evidenced by the results of State Assessments, NYSESLAT, Journal Writing, monthly tests and data from the City's Performance Tests. Classroom teachers, Funded Teachers, and special services teachers maintain Assessment Binders for all the students they work with. Assessment Binders organize data from multiple sources to facilitate the analysis and sharing of individual and group performance, and to guide curricular decisions.

4. For each program, answer the following:

- a. 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?

Paste response to questions here:

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

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

c. Periodic Assessment data indicate that differentiation of instruction and provision of multiple entry points are crucial to students' performance. Practices employed by the school include pairing students of the same language and providing materials which reflect cultural and linguistic backgrounds.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Paste response to question here:

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions within Tier 1 are provided to all students, including ELLs. They receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. ELL students' level of interpersonal English Language and Native Language proficiencies are noted. Note if recommendations by ESL teachers have been monitored using informal measures. All students are screened on a periodic basis (Interim pre- and post- tests) to establish an academic and behavioral baseline and to identify struggling learners who need additional support. These students will receive supplemental instruction during the school day in the regular classrooms and ESL Program. The length of time for this step can vary. During that time, student progress is closely monitored using validated screening systems. At the end of this period, students showing significant progress are returned to the regular classroom program with ESL supports. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions. Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Student instruction must address language needs based on ESL professional recommendations. The rate of progress and level of English language proficiency since implementation of ESL instructional strategies must be monitored. Students' academic language proficiency must be monitored as well. The students' rate and level of reading comprehension in native language (if possible) should be compared to English to determine gaps. Intensity of instruction will vary across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention (Title III after school). These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually given in the areas of reading and

math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation will be given at this level after ensuring that students have received evidenced-based instruction and intervention to meet their academic needs. There should also be evidence of failure to respond to intervention (learning rate and level of performance). It should also be considered if the data-driven progress monitoring is addressing the students' needs effectively in the English Language. If so, Students will receive individualized, intensive interventions that target skill deficits (Title I Programs). Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

Considerations for Reading Instruction

Prior to making decisions about a student's reading fluency, teachers should consider the relationship between the student's language proficiency and his/her literacy skills. In the case of LEP/ELL students, reading fluency and comprehension may be strongly determined by vocabulary comprehension and linguistic proficiency in both the first and second languages. Teachers are encouraged to use concept posters, videos and picture cards to support these learners.

Considerations for Math Instruction

The issue of linguistic proficiency and vocabulary comprehension is also important when collecting data and measuring math skills. Vocabulary comprehension has been identified as a major variable in the understanding of math concepts. Therefore, math manipulative materials and pictorial representations are instrumental in the delivery of daily math instruction.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here:

We use a variety of tools to evaluate the success of the ELLs' Program:

- Classroom observations
- Feedback from parents
- NYSESLAT results which show the number of students who make 1 year's progress.
- New York State ELA and Math standardized test results which show number of students who make a year's progress.
- State Science test results which show the number of students who meet the standards in that content area
- Teacher Teams' analysis of student work.

- Fountas and Pinnell Running Records (Number of students who have have moved 3 reading levels in one year)

- State Science state test results (Number of students who have made 1 year progress)

- Teacher Team Analysis of Student Work/Teacher Effectiveness

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here:

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

- 1) Describe the steps followed for the initial identification of those students who may possibly be ELLs.

During enrollment, trained school staff members, the pupil personnel secretary, and ESL teacher administer the Home Language Identification Survey (HLIS) to determine the new student's home language. Members of the team, usually the teachers who are fluent in the parents' language interview and guide the parents in completing the Home Language Identification Survey (HILS) in a language of their choice. The pupil accounting secretary ensures entry of the information in the designated ATS screen. Once the ESL teachers at the school collect the HILS forms and determine that a language other than English is spoken at home, the LAB-R that indicates the level of English proficiency is administered within 10 days of admission. The Parent Survey and Program Selection forms are placed in the student's cumulative file and remain a part of his or her permanent record.

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.

Paste response to question here:

To ensure that the parents of ELL students understand all three program choices, ELL parents' orientation meetings are scheduled at the beginning of each school year and during the year where they can view the Parent Orientation Video. The video explains the three program choices that are available to ELL students in the New York City public school system. Information about the standards and assessments are also provided to the parents at these meetings. Our school usually provides home language translators at these meetings. Through this process, the parents of our ELLs are given an opportunity to discuss the program choices and choose the program best suited to their child. Following the orientation meetings, the pupil accounting secretary ensures that the parent choice indicated on the Parent Survey and Program Selection Form is entered in the designated screen in ATS (ELPC). The Parent Survey and Program Selection Form are maintained in the student's cumulative record. The programs that PS 241 offers are generally aligned with the parents' requests.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Paste response to question here:

At the beginning of the school year, the ESL teachers in our school uses the RLAT and the hand-scoring results of the LAB-R to determine the eligibility of ELL students for ESL services. Continued Entitlement letters are sent to the parents of ELLs who score below a grade-specific level of English proficiency. For those children who score proficient on the NYSESLAT, a non-entitlement is sent to their parents. A letter of entitlement is sent to the parents of the entrants who score below the English proficiency on the LAB-R. Copies of the letters are maintained in the student's cumulative file. Our former ELL students continue to receive support services such as testing accommodations and after school program or Saturday Academy for about two years.

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.

Paste response to question here:

As students are determined to be eligible for language services, according to the LAB-R results, parents are notified of the results and asked to attend parent orientations where they receive information on services offered to English Language Learners and the choices of programs being offered by the New York City Public School to parents of ELLs. New ELL parents' orientation meetings are scheduled at the beginning of the school year and during the year to familiarize parents about the school system and the different programs that are offered. Entitlement letters, Parent Surveys and Program Selection Forms, and Placement letters are readily sent or provided to parents during the orientation meetings. Translated materials are distributed to help parents better understand the information provided. The ESL teacher, and the parent coordinator make follow-up contacts with parents through various means of correspondence to ensure positive communication or returns of materials. At the beginning of the school year, letters of continued entitlement are sent to ELL parents whose child did not score proficient on the New York State English as a Second Language Assessment Test(NYSESLAT). Parents are notified that these students continue to be entitled to the ELL services provided at the school. The school offers Title III after-school program to ELL students in grade three through five who need additional support in language instruction and test preparation skills for the NYSESLAT. The ESL program is the only choice at PS 241. Parents seeking other choices are recommended to schools offering those choices. Certified ESL teachers provide the ESL instruction necessary for learning.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

Prior to testing, the ESL teacher attends a training workshop on how to administer, and prepare our ELL students in the four modalities (listening, speaking, reading and writing) of the NYSESLAT. The teacher in turn, trains all other staff members who will be involved in the administration of the test.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to question here:

In order to plan on opening new programs, our school has tracking data on parent's choice of programs by having the ESL teacher review the parents' choice of program right after the orientation meetings and throughout the school year. For the past few years, the majority of the parents selected ESL as their choice of program. Approximately, 99% of the parents requested the ESL program since they generally want their children to assimilate as quickly as possible.

Part V: ELL Programming

A.

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here:

- 1a. The students are placed in age/grade appropriate educational settings, giving consideration to all placement criteria and adequate support to gain English Language proficiency as well as access to core content and all programs, services and extra-curricular activities. Standard based literacy instruction is provided in English for the ESL Push -in/Pull-out program, following the Language Allocation distribution.
- 1b. English is the language of instruction in the program. The students are heterogeneously grouped within each grade. All students receive instructions in self-contained classrooms in which cluster teachers are deployed to enrich the curriculum. Instruction is developed

around real life, meaningful and purposeful experiences. All of the lesson activities are based on strategies that have been proven successful with English Language Learners.

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)?

Paste response to questions here:

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

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to questions here:

The decisions around program models or instructional approaches are based on analysis of data from the LAB-R, the State Test and the NYSESLAT. We use instructional approaches that address the four domains (reading, writing, speaking and listening) of English Language Proficiency. Instruction in English is matched to what each student can do at his or her level in each language domain. The use of Read Aloud with scaffolding strategies help with the introduction of new vocabulary words, expose them to more standard forms of English, and enable students to listen and absorb the sounds, rhythm and intonation of the language. Particular attention is given to Tier 1, Tier 2 and Tier 3 words. The use of manipulatives and technology is emphasized in order to provide comprehensible input in the content areas.

How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

We are not a bilingual school.

4. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

Assessments given throughout the year take into account all four modalities of English Language Proficiency. In the fall, students are given the Pearson ELL Assessment to determine placement. Because Reading, Writing, Listening and Speaking are integral parts of the Common Core Standards, the four domains of proficiency are being assessed constantly throughout the year, in the forms of formative and summative assessments such as Unit Performance tasks, End of Unit Assessment Tests, midterm and End of year exams. In the Spring, all eligible ELLs take the NYSESLAT which, of course, assesses all four modalities of English Proficiency.

How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

6a. As of now, our school does not have a SIFE program. Should there be a need, a program will be put in place.

6b. The instructional plan for ELLs who have been in the US schools for less than three years will be as follows:

1. Intensive English development instruction teaching social studies and academic language in small group settings
2. Extended 50 minute block small grouping
3. Title III After-School program

4. Individual tutoring
5. Language development
6. Cooperative learning
7. Integrated cultural activities
8. Recognition of students' native language

6c. The plan for ELLs receiving service 4 to 6 years is as follows:

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

1. Independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud and vocabulary word study.
2. Cooperative learning
3. Title III After-School program
4. Integrated cultural activities
5. Recognition of students' native language

6d. The plan for Long Term ELLs is as follows:

The ESL and classroom teachers will reinforce learning strategies that will prepare the ELL students to be critical thinkers, effective communicators and skillful problem solvers. At present, we only have one long term ELL in our school.

6e. Our school offers supplementary support services to former ELLs through the Title III and the Saturday Academy programs whose goals are to sharpen their math and reading skills and also to help them prepare for standardized test taking. As per the mandates, our former ELL students receive the same testing accommodations that are given to current ELL students for up to two years.

7. 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?

The instructional plan for ELLs identified as having special needs is language acquisition. Some common academic intervention options are as follows:

1. Re-wording the text of the reading assignment in simple phrases
2. Writing hints or reminders in the text
3. Using real life experiences when discussing the reading material
4. Having the work or tests read orally (if indicated on IEP)

5. Pairing ELL students with other ELL students
6. Using a tape recorder to play books on tape
7. Provide visuals to support academic work
8. Break work into smaller pieces
9. Explicitly teach study skills/habits, as well as effective ways of using educational resources and materials
10. Provide native language to students in the classroom
11. Provide more time to finish assignments

The instructional plan includes a variety of strategies such as note taking, brainstorming, visuals, hands-on activities, concept posters, vocabulary word charts, music, poetry, role-play, Total Physical Response, activating prior knowledge, graphic organizer, Think-Pair-Share, and cooperative learning group, etc.

5. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

Curricular and academic tasks are planned and refined using student work and data so that students receive the modifications and supports needed to access the curricula. Across the majority of classrooms, teaching strategies (including questioning, cooperative group learning, visuals, graphic organizers and think-pair-share) provide multiple entry points which allow ELLs and SWDs to engage in challenging tasks. Our flexibility in scheduling allows students access to interventions and supplemental programs provided during and after school, as well as weekends.

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Courses Taught in Languages Other than English ⓘ				
<p>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:</p> <ul style="list-style-type: none"> • classes that are taught in English using 				

books in the native language <ul style="list-style-type: none"> • heritage classes • foreign language (LOTE) classes 				
Native Language Arts:				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
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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	45 minutes per day	45 minutes per day	45 minutes per day

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

<p>Native Language Usage and Supports</p> <p>The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support</p>			
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is never zero.			
	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B.

6. 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.

Paste response to question here:

ELA--The school-wide programs targeting our ELLs in ELA are entitled Treasure Chest, Imagine Learning, Core Knowledge and Expeditionary Learning, which support all aspects of language acquisition.

Math--The Go Math program which is used throughout the school, bolsters students' understanding through a highly interactive learning environment that presents even the most abstract concepts with ease. The program is presented to students in the context of real - world examples. ELL students are able to develop fluency in critical skills, math reasoning, conceptual understanding and problem solving skills.

7. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

The following assessment data is indicative of our program's effectiveness:

- NYSESLAT results indicate that of the 33 students who took the test, 24 made one year's progress, moving from beginning to intermediate or advanced levels of proficiency.)

- New York State ELA and Math standardized test results

ELA:

Twenty-nine percent of ELL students who tested in ELA scored at levels 2 and 3. Of those 15 who were former ELLs, 73% scored at levels 2 and 3.

Math:

Thirty-nine percent of ELL students who tested in Math scored at levels 2 and 3. Eighty-seven percent of former ELLs performed at levels 2 and 3.

8. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

We will continue to use technology as an innovative teaching tool in our program. As a result

we've renewed ST Math, a software based math program that capitalizes on visual-spatial reasoning and different learning styles. We have also increased the number of licenses for Imagine Learning, another interactive computer program that targets phonetic and literary skills.

9. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

None

10. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

ELL students have access to all programs in our school. They participate in the Arts, Physical Education, Library and Music programs, and all other extracurricular activities. In addition, they participate in the Afterschool Program and Saturday Academy.

11. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

The instructional materials being used support the modalities of language acquisition - listening, speaking, reading and writing.

In our ESL program, we use leveled readers, culturally oriented materials to accelerate the learning process. Our ESL teacher uses a variety of literary genres and resources to enhance language acquisition. For instance, our ELLs have access to Imagine Learning, a literacy-based online program, Treasure Chest which is a differentiated reading program, Options Language for Learning, Content Vocabulary-Based program, Comprehensive Reading Assessment, Expeditionary Learning and Go Math.

12. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

To support the native language in our ESL program, ELL students are allowed to communicate in their home language with their peers in class and anywhere in the school

environment. Bilingual dictionaries as well as other cultural relevant materials are available in the ESL classroom. The ESL teacher uses cognates with Beginning level students. Finally, some classroom teachers adapt the Buddy system, pairing an English speaking with a non-English speaking student.

13. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

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

14. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here: Students who are enrolled before the beginning of the school year are allowed to attend the summer Title III Program.

For newly enrolled ELLs we provide an intensive English development program. (ESL instruction during the school day, both push-in and pull-out, technology based ESL and Math programs, academic intervention services, Title III afterschool program, Saturday Academy, Afterschool Music Program etc.)

15. What language electives are offered to ELLs?

Paste response to question here: N/A

16. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here: N/A

C.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here:

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

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

September

-Danielson Framework and the Common Core Learning Standards

-October

-Reading comprehension strategy for beginning ELL students

November

-Align ESL instruction to the Common Core Standards

-December

-ESL Best Practices

-January

Using technology to enhance language learning

- February

Applying Multiple Intelligence Theory to instructional practices

- March How to use portfolio assessment

- Using the NYSESLAT to inform instruction in content area learning

-May

Developing instructional unit of study

2. Our ELL teachers will be provided with training on data analysis, the use of Danielson framework in implementing

ESL instruction and the alignment of ESL instructional plan to the common core standards.

3. In order for our ELLs to make a successful transition to middle school, we will continue a series of training workshops

that will support the following staff:

-Teachers of ELLs

. Teaching writing skills in the content areas

. How to help ELLs develop good study habits

. Conducting research in assessing learning needs of the ELL students

-Guidance Counselor

. Child abuse and Reporting Procedure

. Procedure to facilitate the application and articulation Process

. Peer Mediation and Counseling Procedures

. Teaching and Counseling Procedures involving Core Values

-Parent Coordinator

. Child Abuse and Reporting Procedures

. Family Resources For Needy Families

. Bullying and its Consequences

-Secretaries

.BESIS DATA(BNDC) Parent Option Choice

4. To support our monolingual teachers of ELL students, P.S. 241 will offer 7 ½ hours of professional development on

ESL strategies. These on-going sessions will take place during common preps, lunch periods (lunch and learn), or

days that are designated as chancellor's Conference Day. The timeline will be as follows:

-October

Who are the ELLs? Demographic/Stages of Language acquisition

-November

Identifying ELLs at risk through the RTI model

-December

ESL Best Practices

-January

-Sharing of ESL Materials and instructional plans

-February

Using the NYSELAT results to inform instruction in the monolingual classes of ELL students

-March

-Differentiated instructions in the monolingual classes of ELLs

-April

Using technology to enhance Beginning ELLs language learning

D.

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

Paste response to questions here:

1. Like the monolingual parents, The ELL parents are very active in our school. They

regularly attend orientation, PTA meetings, Parent teacher conferences, Assemblies; they assist classroom teachers on educational trips, support our fundraising, and provide volunteer services in the lunchroom and other areas as needed. To support the efforts of the parents, our Parent Coordinator maintains constant contact with them. The ELLs parents are also encouraged to become Certified Learning Leaders, and attend workshops on nutrition, parenting, technology, and Title I.

The P.S. 2411 community of learners firmly believe that “It takes a whole village to educate a child.” Therefore, we acknowledge that families and other community members are an integral part of our structure, which enhances the processes that yield the results of social and academic success for all students.

2. Our school is affiliated with the Haitian American United for Progress (HAUP), a community based-organization.

Since last year, HAUP has established an after school program at P.S.241. Many of our students, including ELLs, are participants of that program.

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

4. Through parent conferences, workshops, PTA meetings and discussion groups,we have provided activities geared toward concerns such as test content, Common Core Standards and suggestions on how to assist children at home.

E.

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

Paste response to question here:

The school policy emphasizes the literacy and learning standards with high expectations for all children. It stresses assessment driven planning and instruction. The P.S. 241 Plan desires to accelerate our students’ acculturation through the Title III program and the Saturday

Academy. Our LAP accepts the challenge of meeting the diverse needs of our ELLs so that they can rise to their highest potential. We seek to establish in every student a lifelong love for learning. The goal of our LAP is to equip our English Language Learners with the academic, social, and technological skills that will enable them to become productive members of society.

Part VI: LAP Assurances

School Name: <u>Emma L.</u> <u>Johnston.P.S. 241</u> School DBN:			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Lucius	Principal		1/1/01
Mr. Jones	Assistant Principal		1/1/01
Mrs. Morrissette	Parent Coordinator		1/1/01

Mrs. Jean	ESL Teacher		1/1/01
Catasia Williams	Parent		1/1/01
Ms. Walker/SETTS	Teacher/Subject Area		1/1/01
Ms. Foy /Tech	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mr. Alcamo	Guidance Counselor		1/1/01
Roxan Marks	Network Leader		1/1/01
Ms. Crepin	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17k241 School Name: P.S. 241 Emma L. Johnston

Cluster: 4 Network: 401

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

Part A: Needs Assessment Findings

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

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

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

The ESL teacher and the Assistant Principal have provided written and oral translation services for parents of English Language Learners who speak Spanish and Haitian Creole. According to current data, there are relatively few parents who require bilingual Spanish translation. However, P.S. 241 has had an influx of children from Sierra Leone, Guinea Conakry and other Arabic countries such as Yemen. Many of those parents have adequate, expressive and receptive language skills in English. From time to time, demographic data is shared with the staff during staff and parent conferences, Teacher Team, PTA and SLT meetings.

Part B: Strategies and Activities

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

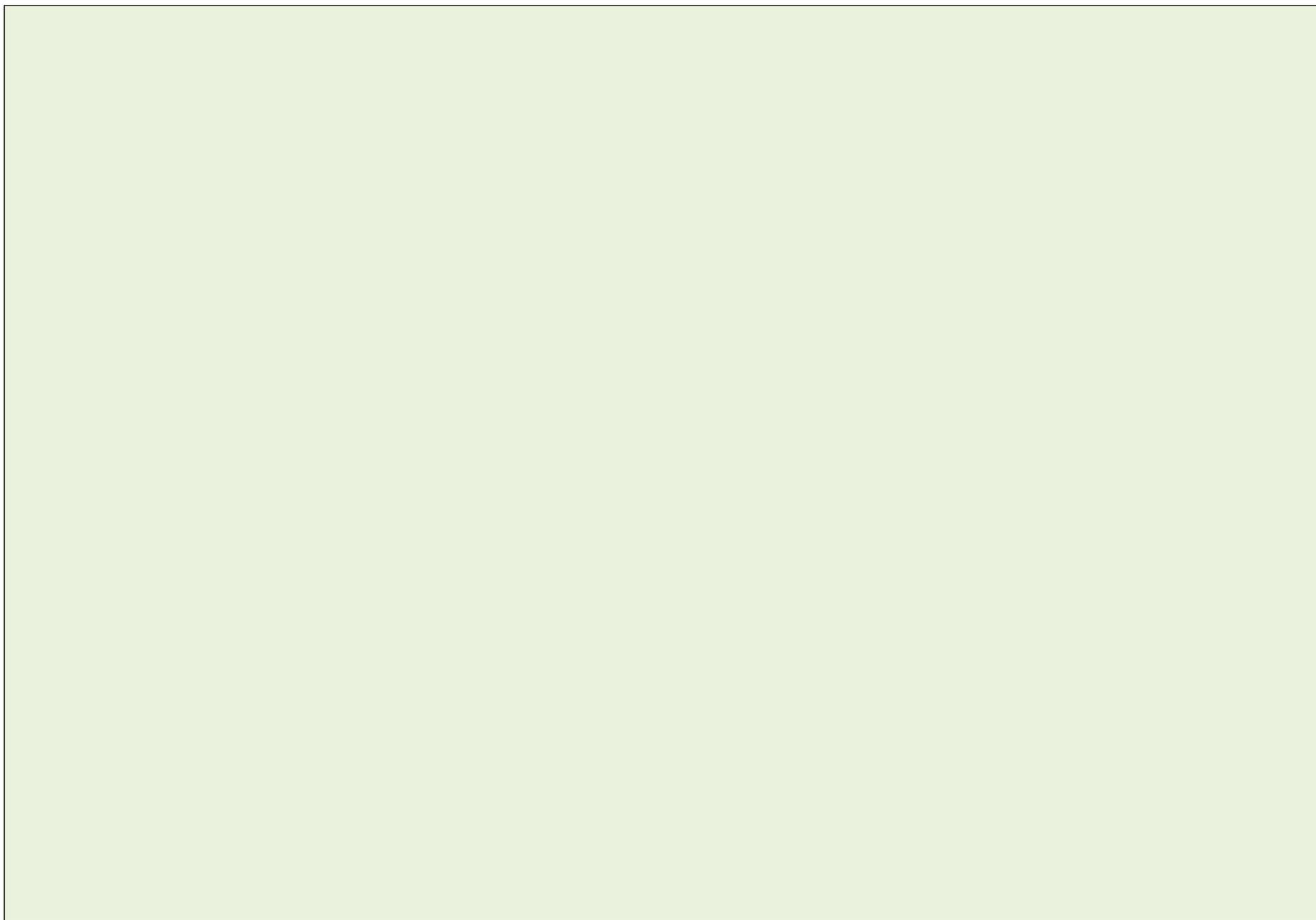
Written translation services are provided to parents for a number of purposes throughout the school year. Important communications from the school or district are translated into Haitian Creole, French, and Spanish prior to being sent home. The ESL teacher and assistant Principal provide ongoing written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

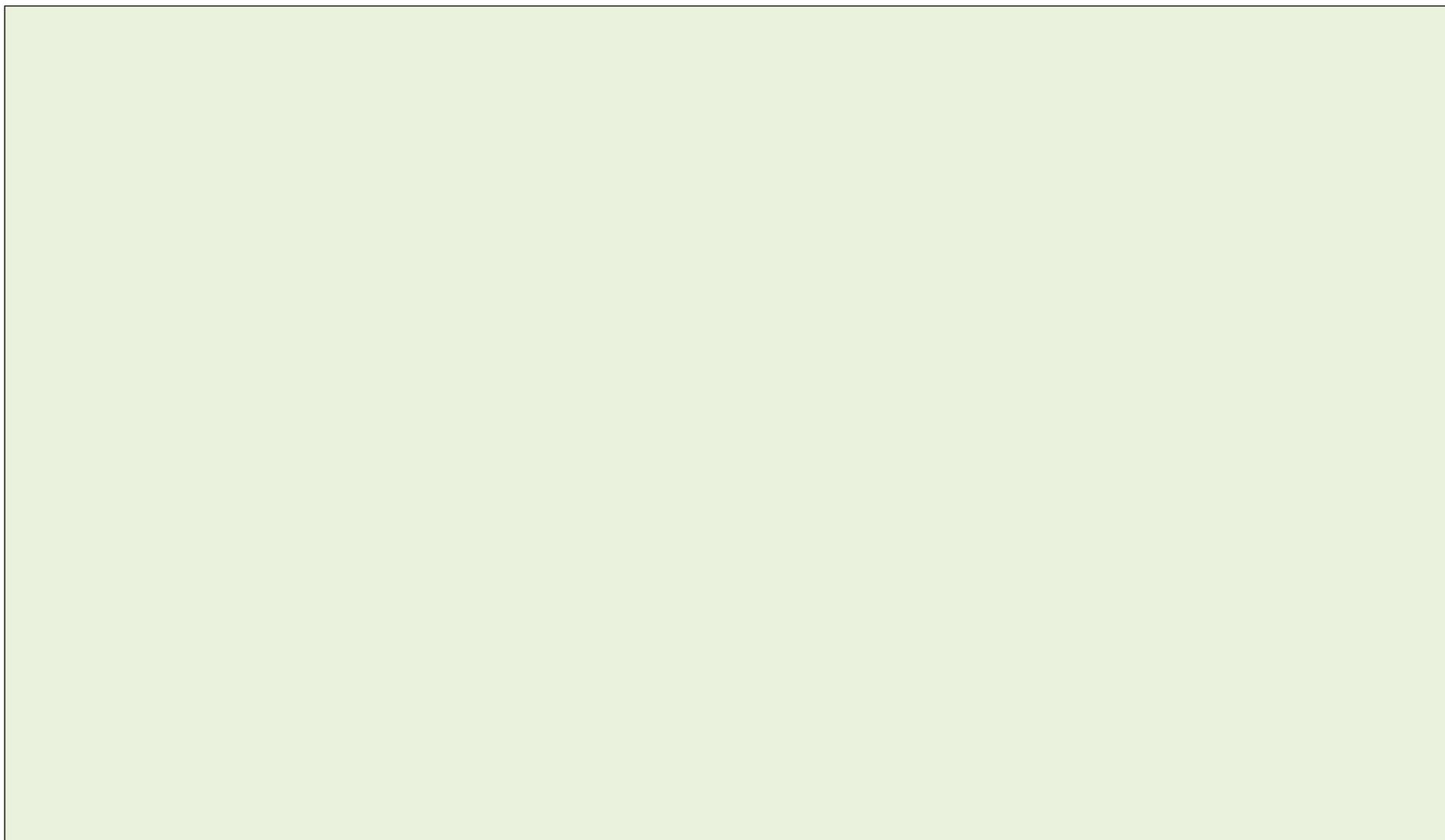
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

It is important to provide Limited English Speaking parents with opportunities to participate in and have access to programs and services critical to their child's education, as described by the Chancellor's Regulation A-663. The school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance within the required time frame of thirty days. Once that determination is made, the school ensures that the parent notification letter is sent home in the appropriate language.





2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Emma L Johnston School	DBN: 17K241
Cluster Leader:	Network Leader: Roxann Marks
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

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

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

Description of Program:

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

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

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

Language of Instruction:

Part B: Direct Instruction Supplemental Program Information

The program's language of Instruction is English.

Service Providers:

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

Types of Materials:

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

Part C: Professional Development

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

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

Begin description here:

Professional Development:

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

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

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

Begin description here:
Parental Involvement:

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

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,410.08 – Per Session \$1201 – Professional Development	After School Program: 3 teachers X 28 X 2 hours X 50.06 = \$8,410.08 Professional Development 3 teachers X 4 sessions X 2 hours X 50.05 = \$1201
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	None	None
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	\$1432 Language for Learning Comprehensive Reading	Supplemental materials used for the program – Consumable General Supplies for the children (portfolios, paper, copy paper,

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. • Must be clearly listed.	Assessment/Treasure Chest Kits General Supplies \$156.92	pencils, rulers, paint, etc.) Parent Involvement 3 Workshops
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	