

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS/IS 41 WALTER FRANCIS WHITE

DBN (i.e. 01M001): 23K041

Principal: T. SIEGEL

Principal Email: TSIEGEL@SCHOOLS.NYC.GOV

Superintendent: M. DEGOVIA

Network Leader: D. SCHAEFER

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
T. Siegel	*Principal or Designee	
S. Hill	*UFT Chapter Leader or Designee	
D. Vargas	*PA/PTA President or Designated Co-President	
M. Brent	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
R. Carson	Member/ teacher	
J. Mowbray	Member/ teacher	
S. Kaur	Member/ teacher	
E. Montalvo	Member/ parent	
J. Alvarez	Member/ parent	
L. Shaw	Member/ parent	
S. Diaz	Member/ parent	
L. Robinson	Member/ teacher	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
x	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 2015, school-wide teacher teams will establish a supportive classroom and school environment which will be evidenced by a 4% improvement in the School Culture score on the Learning Environment Survey and a reduction in the percentage of incidences reported online by 5%.

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.

The data for this goal is derived from the Learning Environment Survey; the sub category of safety and respect and the School Quality report. The past results are as follows:

- Safety and respect score 2010-2011- 6.7
- Safety and Respect 2011-2012- 6.5
- Safety and Respect 2012-2013- 7.0
- School Culture 2013-2014- 83%
- A total of 107 incidences for the 2013-2014 school year; 43 of which took place in classrooms

With this in mind, it is important that all students feel that the school is a safe and protective environment thereby fostering an optimal learning environment for student learning. To this end we are continuing to emphasize this goal as the need for improved behavior has been a consistent priority.

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. We will implement classroom management plans which will include explicit rewards and consequences that support the maintenance of a structured learning environment along with teacher maintenance of anecdotal records and records of parent contact. Supervisor as well as the School Based Support Team (SBST) support for classroom based interventions will include individual plans, classroom observation and targeted behavior modification with continued professional development for teachers in components 2a and 2d to strengthen their understanding of classroom management and the establishment of a culture for learning.
2. We will implement school-wide "Students school-wide use of Four Focused Rules and Three Focused Consequences to unify behavioral expectations and response to infractions as well as Fun Friday to reward that are Reasonable, Respectful, Responsible" (STARRR) student incentive program with daily shout-outs and reward programs. We will also continue the students that follow all rules. In addition, the intervention team will continue to meet on a monthly basis to address the needs of students that demonstrate at-risk behaviors based on the recommendations of classroom teachers and referrals by the dean.
3. The Implementation and use of a Family Engagement Team will be used as an intermediate step between the school community and families through monthly events and newsletter.
4. The School-wide Positive Behavioral Interventions and Support (PBIS) team and program will work towards the shared goal of improving student outcomes and preparing students for success in schools and beyond by focusing on positive behavior through the use of incentives.

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

1. Classroom teachers, Supervisors and Student Support Team
2. Dean, Principal, AP's, Guidance Counselors, psychologist, social worker, parent coordinator
3. Family Engagement team members
4. PBIS team members

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

1. Bimonthly review of classroom removal forms
2. Bimonthly review of infractions/suspects, bimonthly review of Principals suspensions
3. Monthly review of attendance at PA meetings, family night
4. Monthly review of PBIS reward data

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

1. September 2014- June 2015
2. September 2014- June 2015
3. September 2014-June 2015

4. December 2014 –June 2015

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

1. Observation/feedback focusing on Domain 2, components 2a and 2d
2. Student rewards including snack parties (class), student of the month gift bags
3. Family Engagement team support
4. School Fund

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).

- Monthly family events to improve school/home connection and promote positive interactions
- Classroom teacher, Dean and Parent coordinator outreach to families to address individual student concerns
- Parent resources/ library to provide supportive information to parents via the Parent Coordinator
- Family engagement team newsletter

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.

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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 2015 15% of general education students in grades 3-5 will achieve level 3 or higher on the NYS ELA exam through continued implementation of CCLS aligned core curriculum that insures instruction is rigorous customized, inclusive, and motivating.

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.

The identified need that generated this goal is derived from the ELA scores for the 2013/2014 school year. In grade 3-5, only 7.1% of students scored level 3 or 4. 46 students in grade 5 scored below the 50th growth percentile. 40% of students in grades 3-5 scored in the bottom 20% citywide.

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. Purchase Foundations for Grade 3 students and **implement the** DOE Core Curriculum programs in ELA in all grades that address the instructional shifts in ELA and provide scaffolding and support strategies for ELL's, SWD's and all struggling students
2. Student Service Team and Grade Band Support Team will assist teachers in looking at individual students' work and provide support and interventions to address deficiencies and modify instruction to meet the needs of struggling students
3. Professional development for teachers in variety of strategies (read-aloud, modeling, lesson planning, Universal Design for Learning (UDL), Depth of Knowledge (DOK) that will support them in meeting the needs of their students. This will be conducted through the work of the Professional Development team, the SESIS, Achievement Coach. .
4. Common planning time **will be** used to cooperatively plan lessons/modify programs **that** meet the needs of students
5. After school program for grades K-8 that will support students in developing literacy skills, engage in independent reading and receive assistance with homework
6. Reduced class registers on several grades to optimize instructional delivery in grades 2, 5 and the middle school grades

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

1. NYSTL funds used for purchase of programs
2. Assistant principal support, CFN mentoring program for inquiry, **and** school-wide teacher teams
3. Assistant principals **and** instructional leads provide during weekly PD sessions
4. AP supervision with support of instructional leads
5. AP as education liason for K-5 after school program **and** Title I funds used to fund after school academic program
6. Title I funds for reduced class size

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

1. ELA Benchmark grades 3-8- September 2014, April 2015
2. Student progress towards achieved of focused standards
3. Growth in Domain 3 over the course of cycles of observation and feedback
4. Improved lesson plans with differentiated objectives and activities utilizing school developed lesson plan formats
5. Revised pacing calendars, modified units
6. Growth on Ready Gen midyear and final baseline

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

1. September 2014, January 2015, June 2015
2. October 2014- June 2015
3. October 2014-May 2015
4. September 2014-June 2015
5. October 2014- June2015
6. September 2014—March 2015

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

1. Purchase of Foundations
2. Student Service Team meeting 1 day a week
3. Professional development sessions and grade team meetings with supervisors to support with the implementation of the curriculum.
4. Observations and feedback utilized to assess implementation as well as modification/adjustments to programs
5. After school program will utilize scaffolding strategies book from ELA curriculum programs
6. Title I funded class positions

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).

- Monthly family events to improve school/home connection and promote positive interactions
- Intervention team/family engagement team outreach to families to address individual student concerns
- Parent workshops to support understanding of Foundations program and Core curriculum programs/afterschool programs
- Monthly open house visits by grade band, beginning January 2015
- Weekly parent engagement time for teacher/parent communication

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	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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 2015, Students with Disabilities (SWD) in grades 3-8 will improve their performance on the NYS ELA as evidenced by a 7% increase in the number of students scoring level 2 and 4% scoring level 3.

Comprehensive Needs Assessment

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

Only 1.1 % of the SWD population in grades 3-8 scored level 3 or higher on the NYS ELA exam. 86.6% of the same population scored level 1, 16.3% scored level 2. .37.6% of all students scoring below the 50th growth percentile were SWD. (44 out of 117)

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. Classroom coaching and professional development for Self-Contained, ICT and SETTS teachers will be provided by Special Education Support Instructional Specialist to improve the delivery of ELA instruction to SWD population.
2. The Special Education supervisor and Special Education Instructional Lead will work with all teachers of SWD to identify key areas for improvement based on data derived from NYS ELA item analysis. In addition, specific strategies for improvement in ELA will be identified and implemented, including such strategies as repeated reading, explicit instruction, use of MobyMax, partner reading. PRIM manual will be utilized to develop others as needed.
3. Implementation of City Core Curriculum in ELA (Ready Gen and Scholastic Codex) will be provided in all Self Contained (SC) and Integrated Co-Teaching (ICT) classes.
4. Instructional support with online interactive programs such as Moby Max, MyOn, and Reading A-Z that are aligned to CCLS will be used in targeted classrooms.
5. The student support team will work with teachers to identify resources and interventions to support struggling students.

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

1. SESIS, Classroom teachers, Special Ed. Administrator, PD team
2. Special Ed. Instructional lead, AP, SESIS
3. Content area Instructional leads, AP's
4. Classroom teachers
5. Student support team

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

1. ELA Baseline grades 3-8- (Ready Gen) beginning, middle, and end June 2015
2. Monitoring of tier 1 and tier 2 students progress towards grade identified Focused Standards-monthly
3. Informal and Formal Observations
4. Teacher feedback
5. Student support team/teacher feedback

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

1. October 2014 through June 2015
2. September 2014-June 2015
3. September 2014-June 2015
4. October 2014-June 2015
5. December 2014-June 2015

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

1. Common preps and planning time, administrative feedback
2. Weekly SESIS instructional support
3. Teachers teams collaborate weekly, both as grade teams and school wide teams
4. FSF, STVP funds used to purchase programs,
5. Weekly Student support team meetings

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).

- Partnerships with families are established through monthly family events to improve school/home connection and promote positive interaction
- Student support team outreach to families will address individual student concerns
- Parent resource library will provide supportive information to parents
- Engrade an online grading system will be used to communicate and develop a partnership with parents about student progress.
- Weekly Parent engagement time will be utilized to facilitate parent/ teacher communication

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.

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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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	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 #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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	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.

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	Scaffolded skill instruction Moby Max	Small group Individual on line program	After school During the school day
Mathematics	Scaffolded skill instruction Moby Max	Small group Individual on line program	After school During the school day
Science	Content vocabulary development-Moby Max	Individual	During the school day
Social Studies	Content vocabulary development-Moby Max	Individual	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small group and 1:1	During the school day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS 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.
The majority of staff hired is placed in their license area. Middle school teachers have achieved HQ status through HOUSSE.

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).
<ol style="list-style-type: none"> 1. Vendor PD is provided in relation to City Core Curriculum programs. 2. Network provided PD supporting implementation of CCSS with identified instructional lead teachers. 3. Turnkey PD provided through grade teams and faculty conferences 4. Assistant principal provided PD to staff at monthly grade team meetings 5. Network provided a Principal's Institute that focuses on CCSS. 6. Ongoing Achievement Coach support 7. Weekly SESIS support provided to teachers of SWD's 8. School based professional development team workshops are provided by teachers that were previously rated effective. This team meets and plans professional development based on a school wide needs assessment and a teacher survey. 9. The Teacher Development Coach program will work with a range of teachers over the course of the year. This professional development will focus on key areas of the Danielson rubric (3b,3c, 3d) that will have the greatest impact on instruction and therefore on student outcomes.

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.).
The coordinated funds are used to meet the needs of all students. The school currently is over 95% Title I. Funds are set aside to support STH needs.

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.).
The transitions plans are currently in development as the school now shares space with an Early Childhood Learning Center-FirstStepNYC@PS/IS 41. The effort is under way to conduct joint family activities, Kindergarten teachers engage in a range of activities with the pre-k students at FirstStep, including read-alouds, arts and crafts and gardening activities. In addition, Pre-k teachers work closely with K teachers and plan joint lessons. Pre-k teachers visit K teachers rooms, teach lessons and they plan together. PAL students visit 41 in June for a tour of the school and a presentation by the teachers.

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.
Teachers are members of the school MOSL team. This team assists in determining the measures of student learning that will be utilized for teacher ratings. In addition, this team, along with the PD team and the grade band support team advise the administration in the selection of key assessments.

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)

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete 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.

DBN: 23K041

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$535,482.09	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$113,502.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,746,186.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 23	Borough Brooklyn	School Number 041
School Name The Francis White 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 Theresa Siegel	Assistant Principal Kripanand Mohan
Coach	Coach
ESL Teacher Sharon Peritz	Guidance Counselor Juanita Saunders
Teacher/Subject Area	Parent Delia Vargas
Teacher/Subject Area	Parent Coordinator Velma Gamble
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team)	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	1
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	0
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)	554	Total number of ELLs	25	ELLs as share of total student population (%)	4.51%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Pull-out	2	2	0	2	2	2	2	2	2					16
Push-In														0
Total	2	2	0	2	2	2	2	2	2	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	2

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	0		11		4	3		1	25

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	11	0	0	11	0	4	3	0	1	25
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	0	6	2	3	2	2	4					21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2				2									4
TOTAL	3	1	0	6	4	3	2	2	4	0	0	0	0	25

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)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	0		2		1	1	1					8
Intermediate(I)				6		3			3					12
Advanced (A)	1				2		1		1					5
Total	3	1	0	6	4	3	2	1	5	0	0	0	0	25

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2				2
5	2				2
6	1				1
7	1				1
8	4				4
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			3						3
5			2						2
6			1						1
7			1						1
8			2						2
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				2				3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Early childhood students are assessed with TC assessments. In grades K-2 this is done in the fall and then students are assessed mid-year as well as at the end of the year. ELL students in these grades assess generally at similar levels to the non-ell population, particularly in grades K and 1. Students arriving in the school as non-English speakers make rapid progress in kindergarten and

grade 1. For older students the LAB-R is used as a literacy assessment tool. In terms of the instruction program, much of the general population require vocabulary and other forms of language development. The early childhood program incorporates a variety of listening, speaking, reading and writing activities that benefit all students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that students reach proficiency much more quickly in listening and speaking than in writing and reading. The NYSESLAT shows an improving trend. The LAB-R shows where a particular student will need help and what areas should be addressed.
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](#))

The RNMR data is unavailable but other data indicates the need to focus instruction on reading and writing. The ESL pull-out program will be grouped by proficiency level rather than by grades.

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?

There is concern in regards to proficiency levels as students move to higher grades, but they score better on exams taken in English. This is attributed to the struggle for proficiency in all students. Currently, only a small percentage of students school wide are demonstrating proficiency on New York state exams. Students continue to struggle to achieve level 3, regardless of their language status.

The ELL Periodic Assessments are not used but the ESL teacher keeps an open dialogue with teachers as to how the students are progressing with their classroom assessments. Student data is used from the TC assessments and Math baseline once this data is available in ARIS and in Schoolnet. Classroom teachers participate in grade level study groups to look at data and assess students. They focus on particular students, some of them ELLs, and how they are progressing. Based on the student's progress, the student can be placed in after school programs or extended day which takes place in the morning. Home language is used by having a study buddy system and dictionaries to support them.

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](#).)

5. Classroom data derived from TC assessments, reading assessments etc. is used to identify those students in need of RTI strategies. Based on the results, students receive scaffolded instruction and intervention strategies which are provided by the Ready Gen curriculum. Additional support will be provided through after school or "Morning Star" programs. The students are also grouped differently according to their needs and proficiencies (ie. proficient student with a less proficient student.)

6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL teacher elicits background information and provides scaffolding throughout the lessons to ensure that the first language knowledge helps the second language acquisition. Classroom teacher are required to plan for the needs of ELL students and to incorporate multiple strategies in content area 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?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ESL program by the yearly NYSESLAT scores as well as individual achievement that are seen in the classroom. 71.6% of ELL students performed in the 75% growth percentile in ELA for SY 2012/2013. 45.8% of ELL students performed in the 75% growth percentile in MATH.

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](#).)
Ells are identified during enrollement at a public school system for the first time. The parents are required to fill out the Home Language Identification Survey. The HLIS is provided in the parents native language and is administered by the ESL teacher or another trained pedagogue who is familiar with the HLIS form. Interpreters are provided to parents who need translation. In addition to the HLIS, the ESL teacher interviews the student and parent to inform their decision. All HLIS are reviewed and signed by the ESL teacher. If the HLIS indicates that the student has a home language other than English and meets the criteria for testing, then the student is administered the LAB-R within the first ten days of attendance. LAB-Rs are hand scored at the school by the ESL teacher and if the student falls below the cut score of the LAB-R and their home is Spanish, they are administered the Spanish LAB.
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.
Within ten days of admission, both the LAB-R and the orientation must be completed. Parents of students who are identified as ELLs receive Entitlement letters in their home language. Parents of ELLs are invited to attend a parent orientation. To ensure that the parents attend orientation, they are sent letters and receive phone calls to remind them of the date of the orientation. At the orientation, parents view a DVD explaining the different programs in their native language along with informational brochures. If the parent choose a program that is not offered at the school, we then provide them with a list of schools that offers the program of their choice and inform them that they have the option to transfer to another school that offers the program of their choice. They are also apprised that the Parent Survey and Selection Form will be kept on file and as soon as we reach 15 students wanting the same program with in a two grade span the parents will be called. The Parent Survey and Program Selection forms that the parents are given are in their home language. A translator is present to offer help in the entire procedure. The ESL teacher and the parent coordinator are available to answer questions and concerns before and after the orientation.
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 [\[see tool kit\]](#).)
As soon as students are tested and the results are found, the parents must make their choice during the orientation. The students are sent home with the letter of entitlement while copies are kept on file. The Parent Survey and Program Selection are distributed at the end of the orientation and are filled out at that time and returned to the ESL teacher who keeps them on file.
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.
Placement letters are distributed at the orientation meeting. Parents are informed in their native language in person that the school only offers ESL. The school manages to honor parent's choice. At this time ESL is the only program available at PS/IS 41. This is based on the grade span of ELL students as well as the fluctuating ELL population. If at any time, the number of ELL students within a single grade or within a two grade span, reaches 15, the school will seek to open a self-contained bilingual class. At this time parents requesting bilingual and dual language programs are referred to the Office of Student Enrollment. Each year, in September continuing entitlement letters (in parent native language) are distributed to those ELL students who are determined to require continuing service based on the NYSESLAT exam from the previous spring. These documents (program choice forms, entitlement and placement letters), are maintained in file by the ESL teacher. The ELPC screen is updated within 20 days of student enrollment.
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.
 1. Analyze the ATS RLER-LAT report to ensure that all entitled ELLs are scheduled for the NYSESLAT testing.
 2. Develop a schedule.
 3. Communicate with teachers to let them know when the student will be picked up for 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. 
In the past two years the trend has lent towards TBE programs. The program of the school is aligned with the parents choices in that they have not reached 15 in the Parent Survey and Selection Forms in the same language in two contiguous grades.

Part V: ELL Programming

A. Programming and Scheduling Information

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])?

The school offers a pull out English as a Second Language program model. A licensed ESL teacher pulls out entitled ESL students from their classes. There are twenty- five students that receive this service. Beginning and Intermediate students will receive 360 minutes per week and Advanced level students will receive 180 minutes of ESL instruction per week and 180 minutes of EAL. Students receive the required ELA instruction in the classroom. Students are grouped based on proficiency rather than grade level.

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)?

Beginning and Intermediate level students will receive 360 minutes per week, and Advanced level students will receive 180 minutes of ESL instruction and 180 minutes of ELA per week. Students are grouped on proficiency level. Proficiency level materials are being utilized by the ESL teacher. In all classrooms teachers use ESL strategies to teach content areas. ELLs are also supported through using dictionaries and ELLs are allowed to talk to their peers in their native language.
3. 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.

The ESL teacher will follow standards-based instruction. Students will be taught ELA and content area vocabulary adapted from Kate Kinsella's Academic Vocabulary Toolkit. In addition, the ESL teacher uses TPR (Total Physical Response) as well as the use of relia with those students at the lowest proficiency levels. Students will read at least 25books. Native language support is given in the ESL program. Technology is incorporated into the classroom to facilitate comprehension in ELA, Math, Science, and Social Studies. Students are paired with each other and content area teachers incorporate ESL strategies in the classroom.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All Spanish students are administered the LAB to determine their native language proficiency.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL teacher uses last year's NYSESLAT at the beginning of the year as well as the results of the NYSESLAT at the end of the year to assess the students' progress. The ESL teacher also uses teacher created exams to assess the students' progress throughout the year.

6. 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).

SIFE students will receive small group instruction including a high level of scaffolding for content information. The ESL teacher will work with the classroom teacher to assist with student transitions. All ELLs will receive instruction through visuals, scaffolded instruction as well as grouping them according to their needs.

ELLs that have received ESL services for less than three years are either beginners or intermediate level students. These students receive eight periods of ESL instruction per week. In their regular classrooms, they are allowed to use non verbal ways to demonstrate knowledge and comprehension. Total Physical Response is used also in the lower grades. Graphic organizers, and hands on activities will be utilized to develop communicative and academic skills. Non speaking students will be provided with a buddy student as well as a staff member to assist with daily school work and other issues.

For students who have received service for 4 to 6 years, the goal is to continue develop cross-cultural attitudes. We use visual aids and hand out activities to deliver content. As with all ELLs, we speak slowly, clearly, repeating and avoiding idioms. We focus on the areas of each individual needs.

Advanced students who have received ESL services for more than six years will receive instruction in academic vocabulary (tier 2 words), argumentative writing skills and how to write a research paper.

With former ELLs, the ESL teacher communicates with the teacher as well as the student that if they need help a time can be set to receive additional help. The former ELLs receive the same testing accomodations as the entitled ELLs and that is communicated with all the students teachers.

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?

There is articulation between the ESL teacher and the Special Education teacher to align instruction to the students needs as recommended by their IEP as well as providing students with the instructional ESL minutes based on their proficiency level and the CRpart 154 regulations. In addition, the instructional plan for alternative placement Special Education is to provide visual aids and audio teaching materials. Students are encouraged to make connections between the second language and their own cultures. Prior knowledge is used to boost the ESL students' cognitive and academic development. Teachers of ELL/SWD utilize the multiple entry points and scaffolding strategies provided by the Core Curriculum materials that are used in all classrooms. (Ready-Gen, Go Math, Codex and CMP3.)Additionally, a great emphasis on visuals, technology, modeling and cooperative learning are implemented. ESL teacher uses "Visions" text books as a supplementary resource.

8. 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?

The ESL teacher works closely with the Special Education teacher in order to create a schedule that both enables them to help the children receive their required hours as well as not infringing on their ELA classes and Math classes. The schedule developed for Beginners and ICT students provides for ESL to take place (pull-out) while the rest of the class is receiving ELA instruction. The ESL class provides these students with their ELA instruction.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Math:				
Science:				

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

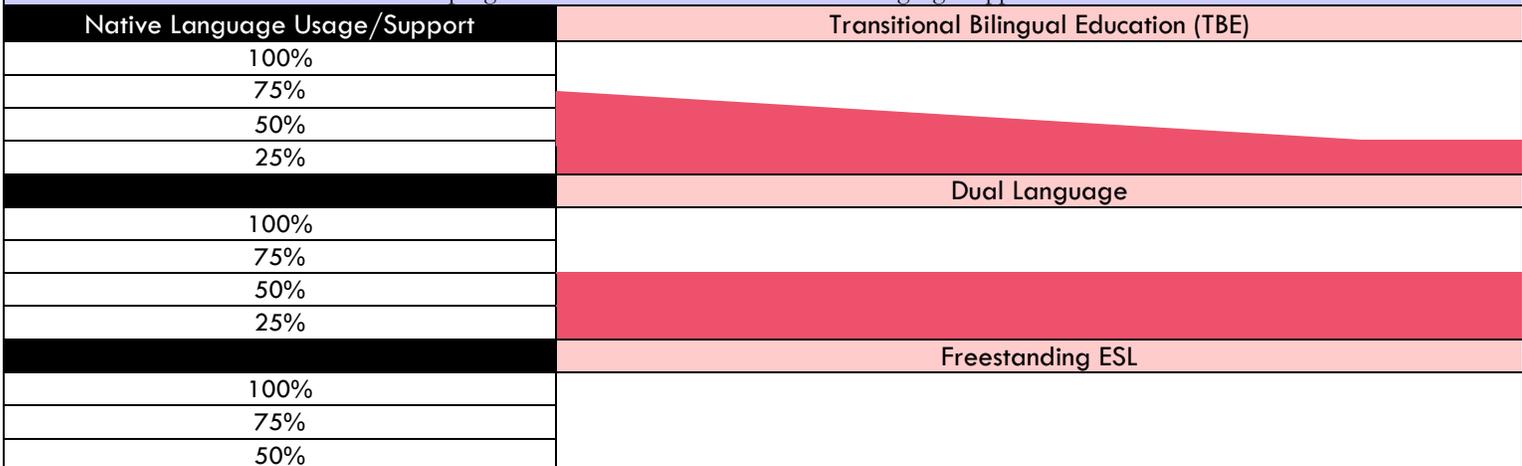
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

Native Language Usage and Supports

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 is never zero.



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- At PS/IS 041 we offer to all students, including ELLs, in grades 3-8 after school programs in ELA and MATH. Due to the small number of ELL's, there is no specific program to target a specific subgroup. This is an elementary school with common branch classes where the teacher provides support based on ESL strategies. The students are seated through flexible grouping as needed and individual assistance through conferencing and extended day for more interventions for the lower grades. Early childhood ELL's are part of that extended day program. All programs are offered in English. Instruction in all these programs focuses on the development of content area vocabulary. This covers all content areas and supports ELL students in their development of the English language skills. Tier 3 vocabulary is taught and dictionaries are available for ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The school is utilizing the city wide Core Curriculum in all classrooms that has a focus on content area language development including both Social Studies and Science. This content vocabulary is presented through expository texts as well as through the content area textbooks. Scaffolding strategies are provided in ELA to support the development of language for ELL students. In the ESL class, tier two and three vocabulary words are also being taught in units that complement what the students are learning in their regular classrooms with an emphasis on grammar and spelling.
11. What new programs or improvements will be considered for the upcoming school year?
- During the school year, the students will learn academic vocabulary along with content specific vocabulary.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are offered equal access to all programs. For example: the after school as well as the extended day program are inclusive of ELL students. Materials utilized in these programs focus on language development for all students, with an emphasis on improving reading skills and comprehension. These programs will be funded through Title III and Title I funds. The goal and rationale of these programs is to improve all students' proficiency in ELA and Math.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ESL teacher will follow standards based instruction. Technology will be incorporated with the aid of the Smartboard and individual computers to do research projects and thereby learning how to navigate through the internet. ESL teacher is using "Visions" text book as a supplementary tool while "Ready Gen" is being used in the students' classroom. ELLIS software will be used for supporting non-English speaking students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students are paired with each other to provide native language support as well as provided with bilingual dictionaries and glossaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services are aligned with the appropriate grade and age. Proficiency is also a factor but does not interfere as the goal is for English language development and age is not an issue.
17. 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.
- We provide support for the transition of Pre-K students from local programs into our school. This is done through an open house in the spring.
18. What language electives are offered to ELLs?
- Spanish
19. 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?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What 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.

To ensure the best learning results from the ESL students, training and support will be given to classroom teachers, special education teachers and the ESL teacher by the ELL team from the CFN. The PD's offered are all engaged in the Common Core and show different methodologies which will enable teachers to better access the Common Core for ELL's and for the general population.

The transition from middle school to high school must be a group effort supported by the classroom teacher, ESL teacher and the guidance counselor who offers meetings with students and parents. There has to be constant communication with parents and the students to ensure that the students make intelligent choices by going to tour different high schools and by asking the right questions regarding high school. Guidance counselor receives DOE/Central support and PD in transitioning students to HS.

School administrators, ESL teacher, with the support of the CFN will co-plan school wide professional development workshops for all staff including administrative, instructional and support staff, that address the needs of ESL students such as: Allocation Policy, Scaffolding Instruction for ELL's, Teaching content Vocabulary etc... record the completed 7.5 hours requirements of ELL PD is kept by the Principal and the ELL Coordinator in the ESL file. All PD dates not established at this time.

D. Parental Involvement

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?

1. Parent involvement is critical to ensure academic success in all students. At PS/IS 41 parents always welcomed to participate in their child's education. Through the PTA and School Leadership Teams they are invited to a variety of school related events. Parent volunteers assist with morning activities and dismissal and also attend family night activities. The PAC and the parent coordinator also provide workshops for parents. Translation at these events is offered to Spanish speaking parents through bilingual parent PA members. If additional languages such as Chinese and Haitian Creole are required, staff members are also requested to provide these services. Additionally, the ESL teacher will hold international luncheons where the ELL's and their parents will come to celebrate their country of origin with music and food from their homeland.

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

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

4. Parents' involvement activities address the needs of parents to the utmost extent possible. Not only are we involving parents in their child's education but we also offer PC workshops which include information on topics such as health insurance, housing, NYS testing and more.

E. Additional Information

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

At PS/IS 41 there is a true commitment to teach every individual student in a warm and nurturing atmosphere. As a result, the students treat the teachers with respect. In the school, everyone communicates with each other, including the staff, the students and the parents. The teacher communicates with the parents through phone calls and email in order to keep parents abreast of what is going on in the class. Additionally, everyone helps one another creates a community based on cooperation and sincere concern. The days go smoothly and in the classrooms true learning takes place.

School Name: PS/IS 41

School DBN: 23K041

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Therese Siegel	Principal		11/12/13
Kripanand Mohan`	Assistant Principal		11/12/13
Velma Gamble	Parent Coordinator		11/12/13
Sharon Peritz	ESL Teacher		11/12/13
Delia Vargas	Parent		11/12/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Juanita Saunders	Guidance Counselor		11/12/13
	Network Leader		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: 041 School Name: Francis White School

Cluster: 6 Network: 611

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

Part A: Needs Assessment Findings

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.

Home language surveys and initial registration conferences are utilized to identify the oral and written translation needs of the parents. Home Language Identification surveys are recorded in ATS and blue card information is utilized to identify parent written and oral communication needs. Blue cards are maintained on file in the main office. HLIS are kept in student record folders.

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 major findings of this data collection is that English is the dominant language of the majority of the parents. There is a large spanish speaking parent population with a single family speaking Bengali and another speaking Fulani. This information is shared with the school community through the SLT,

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.

All school letters/written communications are provided in English and as a translated document to parents. These translated are provided through the use of the translation function in Microsoft word. On line translation programs are used for languages not provided through Microsoft word. These written translations are done in-house by staff member creating memos, letters and other school based documents. DOE documents are provided to the school in both Spanish and English and parents are given these based on HLIS. This include Parents Bill of Rights and Student Discipline code which are provided at the beginning of the year. Translation service signs are posted at the main entrance to the school. Oral translations are provided by in-house staff and paraprofessionals are paid per session to provide such services. The school utilizes SchoolMessenger which provides translations into SPanish for all general and emergency phone notifications.

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.

In the majority of translation situations, school staff is available to provide the oral translation. Parent volunteers are utilized as well.

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>.

When the school cannot provide the parents with a translation by a pedagogue who speaks the same language then the school will contact the "Translation and Interpretation Unit" and seek their assistance.

