

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information

Name of School: <u>Emma L Johnston P.S. 241</u>	DBN: <u>17K241</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school
<input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 44	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K	<input type="checkbox"/> 1
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3
<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 8	<input type="checkbox"/> 9
<input type="checkbox"/> 10	<input type="checkbox"/> 11
<input type="checkbox"/> 12	

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 1

of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

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

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

Description of Program:

The PS 241 Title III Program is an After-School Program designed to provide specific and appropriate language training for English as a Second Language Learners. The program consists of three classes. A 2nd grade class with 12 students, a 3rd / 4th grade class with 18 students, and a 5th grade class with 14 students. Two of the teachers teachers in the program are ESL certified and have been trained in ESL Methodologies through professional development. The third teacher, Ms. Faustin, while trained in ESL methodologies and is certified in Special Education, is not ESL certified. Ms. Jean, the ESL teacher, will therefore take Ms. Faustin's students for 40 minutes each session for ESL instruction while Ms. Faustin takes over Ms. Jean's class. Students will be provided instruction in language development, math and literacy. The program will be in operation on Wednesday and Thursday from 2:30 to 4:30 p.m. for 22 sessions.

The selection of the students for the Title III program was a result of the findings of the students needs assessments. Looking at the results of the 2013 - 2014 ELA and Math tests was one type of selection criteria. Students in Grades 3, 4, and 5 who were slated to take the ELA and Math tests for 2013 - 2014 and who scored poorly in our present Grades 4 and 5 classes were selected to participate in the Title III After-school program. Students in grades 2 and 3 were selected according to their Fountas & Pinnell screening assessment data. The data from the NYSESLAT test for Grades 3, 4, and 5 was used to determine students who were most at risk in language development and would have to take the 2015 ELA and Math tests. The findings of a comprehensive needs assessments resulted in the identification of several key factors necessary for improving students' performance.

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

Language of Instruction:

The program's language of Instruction is English.

Service Providers:

The following teachers are the service providers for the program: Marie Jean – ESL Certified; Diane Garnett - ESL Certified; Raymond Faustin – Certified Special Education Teacher;

Types of Materials:

Part B: Direct Instruction Supplemental Program Information

The supplemental materials being used for the program are as follows: Imagine Learning Researched Based Language and Literacy Differentiated program, and MacMillian/McGraw Hill Treasure Chest Series.

Part C: Professional Development

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

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

Begin description here: Professional Development:

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

<u>December 17, 2014</u>	<u>Planning & Preparation</u>	<u>Fantz Lucius, Facilitator</u>
<u>January 20, 2015</u>	<u>Engaging and Supporting Students</u>	<u>Marie Jean, Facilitator</u>
<u>February 10, 2015</u>	<u>Assessing Proficiency</u>	<u>Marie Jean, Facilitator</u>
<u>March 17, 2015</u>	<u>Test Sophistication (Best Practices)</u>	<u>Marie Jean, Facilitator</u>

Part D: Parental Engagement Activities

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

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

Begin description here: Parental Involvement:

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

<u>January 14, 2015</u>	<u>Workshop - ESL Strategies for Parents</u>	<u>Marie Jean, Facilitator</u>
<u>February 11, 2015</u>	<u>Workshop - Understanding the NYSSELAT</u>	<u>Marie Jean, Facilitator</u>
<u>March 18, 2015</u>	<u>Workshop - Parent Supports</u>	<u>Paulette Morrissette, Parent Coordinator</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$6,799.32– Per Session</u> <u>\$1120 – Professional Development</u>	<u>After School Program: 3 teachers X 22 X 2 hours X 51.51 = \$6,799.32</u> <u>Professional Development : \$1120</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>none</u>	<u>none</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2160.68</u> <u>Treasure Chest</u> <u>Imagine Learning</u> <u>General Supplies</u>	<u>Supplemental materials used for the program – Consumable</u> <u>General Supplies for the children</u> <u>(portfolios, paper, copy paper, pencils, rulers, paint, etc.)</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$1120</u>	<u>Parent Involvement</u> <u>3 Workshops</u>
TOTAL	<u>\$11200</u>	_____

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

17 K 241

School Name:

EMMA JOHNSTON ELEMENTARY SCHOOL

Principal:

FRANTZ LUCIUS

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 17K241
School Type: Public Grades Served: Pre-K-5
School Address: 976 President Street, Brooklyn New York 11225
Phone Number: 718-636-4725 Fax: 718-230-5468
School Contact Person: Frantz Lucius Email Address: FLucius@schools.nyc.gov
Principal: Frantz Lucius
UFT Chapter Leader: Lurline Heyward
Parents' Association President: Darrell Prudence
SLT Chairperson: Charmaine Ricketts
Student Representative(s): N/A

District Information

District: 17 Superintendent: Clarence Ellis
Superintendent's Office Address: 1224 Park Place, Room 130, Brooklyn NY 11213
Superintendent's Email Address: Cellis3@schools.nyc.gov
Phone Number: 718-221-4372 Fax: 718-221-4326

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Frantz Lucius	*Principal or Designee	
Lurline Heyward	*UFT Chapter Leader or Designee	
Darrell Prudence	*PA/PTA President or Designated Co-President	
Earllene Wilson	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Marcia Walker	Teacher	
Charmaine Ricketts	Teacher	
Stephanie Peltz	Teacher	
Triffina McCatty	Paraprofessional	
Marylin Brown	Parent	
Christine Carr	Parent	
Jeanette Lett John	Parent	
Althea Leslie	Parent	
Oumou Lo	Parent	
Vanessa Moore	Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Vision

Our vision is to plant and cultivate the seed of learning in the heart of our students so that they will become lifelong learners and productive members of our society.

Mission

Our mission is to establish within every student the joy for the pursuit of academic knowledge and excellence, a love for the performing and visual arts, good citizenship, and high standards and to provide an environment where every student can rise to his or her highest self.

Narrative Description

P.S. 241 is located in the Crown Heights section of Brooklyn, amidst one of the most exciting cultural areas in New York City. It is surrounded by the Brooklyn Botanic Gardens, the Brooklyn Museum of Arts, the main branch of the Brooklyn Library, Prospect Park, and Lefferts Homestead. There are three neighboring schools: Prospect Heights, Clara Barton H.S., and St. Francis de Sales School for the Deaf. A short walk away is Medgar Evers College. We are functioning in what you might call an educational park.

P.S. 241 provides many collaborative experiences for our children. Our partnership with the Brooklyn Botanic Gardens engages our students and staff in horticultural studies.

Through our collaboration with the Brooklyn Museum of Art, our children take guided tours with a museum educator, and explore various art subjects in depth.

Our collaboration with Young Audiences, Carnegie Hall, Ballet Tech and Behind the Book has brought the excitement of the Arts to our students while combining it with our focus on literacy. Artists in residence work with our students to produce art works connected to academic subjects.

Our keyboard lab is connected to a control panel, which allows our students to hear the teacher's instruction through stereo headphones.

Learning Leaders, or trained parent volunteers, have become an integral part of P.S. 241. They work with teachers to provide instructional support for our students. Through their organization, four published authors visit the school to introduce the children to the world of writing and publishing.

This year, we made exceptional gains toward closing the achievement gap. This is due to our effort to address the needs of individual or groups of students.

We have several challenges ahead of us, however. Chief among them is the shrinking of the student population which may result in some of our best teachers being excessed.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

The school incorporates the common core shifts in literacy and math in the standards -based curriculum maps to provide students with a clear pathway for Common Core Learning Standards - based opportunities that raise student achievement. Classroom teachers use various instructional strategies, such as direct instruction, checking for prior knowledge, guided practice and modeling to meet the needs of their students. The curriculum is challenging and there are clear expectations for student success. To promote college and career readiness, the school has incorporated strategies such as close reading and the inclusion of web-based reading and math programs. According to the Learning Environment Survey (LES), 97% of teachers state that administrators communicate clear expectations for student’s success.

Needs:

Ensure research-based and uniformed instructional practices in accordance with the school’s belief system (DARE) and raise the quality of student’s discussion by posing higher levels of questioning across ALL grade levels. Teach students how to build on each other’s ideas during class discussions and apply knowledge to make connections across content areas and to real world situations. Establish and build on students’ foundational knowledge and skills for coherent progressions within the standards from grade to grade.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of grade level teams will be engaged in the integration of ELA with Social Studies and Science to develop rigorous instructional tasks and questions that are aligned with the Common Core Standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

<p>All teachers will receive professional development in curriculum development and integration of content areas, using Webb’s DOK to develop rigorous tasks and higher order questions for all learners including English Language Learners and students with special needs. Additional professional learning opportunities will include collaborations with instructional profit and non-profit organizations, such as Behind The Book, Artworks, and The Botanic Garden.</p> <p>Teachers will continue to use multiple entry points in their lessons or units to address the needs of the ELLs and SWDs. Specific attention will be paid to vocabulary development through the implementation of a vocabulary program and the use of strategies that lend themselves to vocabulary acquisition and development.</p> <p>Through observations and actionable feedback, school administrators will ensure that teachers provide opportunities for students to be engaged in rigorous tasks and student-led discussions.</p> <p>Teacher teams will review the curriculum monthly to make sure that opportunities are available for ELLS and Special Needs students to be engaged in activities that are targeted to their specific academic, language and developmental needs</p> <p>Three times a year, teachers will be given opportunities to engage in vertical planning through the analysis of test data, student work, and Common Core expectations.</p> <p>Information about curriculum, student progress, student and parent expectations will be disseminated to parents continuously via E-chalk, teacher–led workshops, parent coordinator workshops, parent teacher conferences and PTA meetings.</p> <p>In order to build transparency and trust across the school community, information about staff training, student progress, and school curriculum will be available and shared at SLT meetings.</p>	<p>Teachers Students</p>	<p>Sept. 2014 – June 2015</p>	<p>Principal, Assistant Principals, Network Achievement Coach, Consultants, ESL and Lead Teachers, Librarian Teachers, Enrichment Coordinator,</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Consultants: J. Rocke Inc., CKing Education, CFN 401 Instructional Coaches,
2. NYSED professional development workshops
3. Engage New York resources
4. Training of teachers in UDL strategies and the integration of multiple entry points in lessons or units of study
5. NYC Library will conduct workshops
6. Per-session funds for curriculum development

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

CIE funds

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 the following will occur:

1. The number of teachers rated Effective to Highly Effective in 3b and 3c will increase by 25%
2. All classrooms will have been engaged in at least one rigorous instructional activity with a non-profit organization.
3. Each student will have completed a project in Science and/or Social Studies.
4. Every teacher will have been engaged in at least 5 PD learning activities around curriculum integration and the use of Webb’s DOK in higher order questions.
5. Every unit of study will include multiple entry points and activities that address the needs of ELLs and SWD.
6. Every grade level teacher team will have conducted at least 2 parent workshops

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

Quality Review indicators show that P.S. 241 has maintained a culture of mutual trust and positive attitudes that support students’ academic and personal growth. The Learning Environment Survey also indicates that 90 – 95% of parents believe their children feel safe, are respected, and trust adults in the school environment. The same percentages express satisfaction with the degree of academic rigor.

Needs:

Although these findings reveal proficiency in this framework element, the 2014 OORS report indicates that there were 119 infractions last school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, P.S. 241 will have instituted a Positive Behavior Intervention Support system and student government initiative to decrease the number of infractions by 10%, as measured by OORS data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<p>Administrators will provide PD for all staff to promote Positive Behavior Intervention Strategies (PBIS) and teach students social emotional skills. Teachers will infuse Character Education in classroom expectations and it will be the focus of assemblies. The school community will promote the ten non-negotiables to foster respect and citizenship among students.</p> <p>Student Council members will be given opportunities to be involved in decision making and peer mediation.</p>	Students, teachers	Sept. 2014- June 2015	Principal, Assistant principal, staff

Every student will be able to identify a trusted staff member who can intervene on his/her behalf as we build a culture of trust. Parent and student surveys and interviews will provide information about students to promote staff knowledge of students. This will allow teachers to incorporate suggestions into lessons and activities.	Students	Sept. 2014 – June 2015	Students, Teachers Admin
Information about school culture, safety and discipline are shared with parents at the beginning of the school year in the Parent handbook and throughout the year at PTA meetings Workshops will promote parent awareness of best practices in social emotional learning and academic work.	Students, Parents	Sept. 2014- June 2015	Teachers, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Network consultants and staff will conduct workshops on PBIS and use character education resources to develop a social emotional learning program. Teachers and students will tutor during and after school Staff will conduct outreach to parents through surveys, at PTA conferences and Tuesday afternoons during “Meet the Parent” sessions. OORS Report

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015 the following will occur: PBIS program and student council will be established Conference notes /progress reports and students feedback will indicate effectiveness of tutoring programs Parent outreach/attendance logs should reflect parent contact Analysis of OORS data will reflect a downward pattern of 3% in the number of OORS related infractions				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

School leaders schedule teacher instructional team and inquiry team meetings that specifically assess and address student-learning needs. All teachers are actively engaged in scheduled, structured teacher teams that use a specific protocol to deepen their understanding of content and the Common Core Learning Standards. An inquiry model is used to analyze student work and adjust instruction to address student needs. Grade level inquiry teams meet weekly to analyze student work and develop grade-wide pedagogical strategies.

Teachers who were surveyed reported that professional development has been consistent and focused. These workshops provide opportunities for teachers to work productively with their colleagues.

Distributed leadership practices are in place so that teachers build leadership capacity and have a voice in key decisions that affect student learning.

Needs:

Quality review indicators as well as internal evaluation reveal that the following actions must be taken: -

- Ensure coherence across classrooms through the provision of feedback centered on high level questioning designed to offer suitable challenges for all students
- Design differentiated professional learning opportunities for teachers in order to strengthen instructional practices across classrooms centered around the instructional focus of creating multiple entry points for all learners
- Design opportunities for all teachers to articulate the school’s belief system and consistently incorporate rigorous habits per the instructional shifts, Danielson Framework for Teaching and the Citywide Instructional Expectations.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will have participated in structured professional learning activities around the use of data to plan instruction and create multiple entry points for all learners. This professional learning will result in an increase of teachers rating highly effective in formal and informal observations as well as an increase in student achievement across all content areas.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

15. Research-based instructional programs, professional

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the

development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
Team Leaders will receive professional development on the use of data and creation of multiple entry points for all learners after which they will turnkey to grade level teams. During instructional rounds evidence of professional learning of instructional expectations will be looked for and celebrated. Teachers will facilitate parent workshops on strategies for meeting the needs of a variety of learners and will communicate regularly with parents to share student progress and build a culture of trust.	Teachers	Sept. 2014 June 2015	Administrators, Teacher Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Network Instructional Coaches, Consultants, Administrators, Teacher Leaders conduct workshops and instructional rounds

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

CIE Funds for per-session as necessary
 Per-diem funds for coverages of instructional rounds as necessary

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015:

- Eighty-five percent of teachers observed will be rated Effective or Highly Effective in competencies 3C
- Administrators will observe teachers a minimum of two times, to gauge progress and teachers will complete at least two self-reflections.
- Administrators will evaluate at least two lessons for effectiveness in planning multiple entry points and assessment opportunities
- Parent outreach forms will reflect that all teachers have contacted at least two –thirds of parents

Part 6b. Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths:

School leaders have consistently nurtured the leadership development of teachers and educational assistants through mentoring programs and professional development. The Danielson’s Framework is also used to implement strategies that promote professional growth and reflection. Based on the Learning Environment Survey teachers indicated that the school leadership set high standards for student learning and that the expectations for meeting instructional goals are clear. Principals involve teachers and special education service providers in hiring decisions, workshop initiatives, and selection of instructional materials used in classrooms.

Needs:

Quality Review indicators revealed a need to use interim checkpoints consistently to evaluate the effectiveness of structured professional collaboration and curricular and instructional practices based on student needs to support student mastery. (5.1)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, administration will have provided support to 100% of teachers in the advancement of shared leadership, as measured by the participation of a minimum of 75% of teachers leading professional learning and teacher teamwork across the year in order to ensure the use of effective instructional practices based on student needs to support student mastery for all learners.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

Creation of a Professional Learning Committee (PLC), made up of teachers and administrators, will provide a forum by which teachers are given the opportunity to strengthen their leadership skills and capacity as they identify professional learning goals and opportunities to share their expertise with colleagues. Through classroom observations, and instructional rounds we will identify areas to celebrate and share throughout. Professional learning goals will be centered around our instructional focus which is to develop multiple entry points for all learners, including English Language Learners and students with special needs.	Teachers	Sept. 2014 – June 2015	Administrators and teachers
Parents will continue to share decision making through school leadership team involvement (SLT), Learning Leaders program and the PTA. Administrators continue to maintain an open-door policy with teachers and parents to share concerns and frustrations as well as recognition/encouragement for good practice. Administrators continue to attend PTA meetings and host Honor Roll breakfast for parents and students.	Parents	Sept. 2014 – June 2015	Parents, Administrators
Administrators continue to maintain an open-door policy with teachers and parents	Teachers, Parents	Sept. 2014 – June 2015	Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Network Instructional Coach, Administrators, District Talent Coach, Teacher Leaders and Teachers will facilitate workshops

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

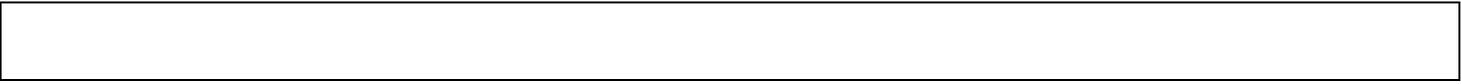
- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015 the following will occur:

- 40% of the teaching staff would have successfully facilitated a professional learning activity

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths:

PS 241 is noted for its family involvement. The Learning Leaders Program is one of the largest in the city with more than 36 parents trained every year to assist in classrooms and the cafeteria. Teachers communicate regularly with parents through progress reports, conferences, telephone calls and IEP meetings about how they can help their children learn. Parents are also invited to visit classrooms and observe the instructional programs. The Parent Coordinator conducts parent workshops several times per year.

Needs:

A review of parents’ attendance data reveals that more than one fourth of parents have not attended parent teacher conferences and only 79% had completed the LES. Of those who responded, 12% reported that the school does not offer a wide enough variety of courses, extra-curricular activities and services to keep children interested in school. 17% indicated that they were not apprised of the post elementary steps needed to prepare students for college and career. 32% stated that they have not been invited to workshops and other school events. This misconception indicates a lack of awareness of the different programs and activities offered at the school.

The prevailing thought among educators and researchers is that parental involvement is an integral part of student success, which is why P.S. 241 has always had strong partnerships with parents. Since this collaboration has contributed largely to our success, we must continue to reengage our parents

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the level of parent/family awareness, participation and input will increase by 3%, through the development of additional opportunities for parents to participate in school decision making, activities and celebrations, as measured by the comparison between 2013-2014 and 2014-2015 attendance logs of school events kept by the Parent Coordinator, PTA participation logs indicating attendance at parent/teacher conferences, and grade level workshop, and a 3% response increase in the Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities,			

English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Increase communication with parents in their primary languages via translators, school messenger, telephone, letters, e-mail, e-chalk, PTA meetings, surveys and the school's website (PS241.org) Continue to hold Principal Honor Roll Breakfast & Luncheon and Principal for a Day Program Expand enrollment of parents in the Learning Leaders Program.	Parents	Sept. 2014 – June 2015	Administrators, Staff, Parent Coordinator
Offer student, teacher and parent led workshops to parents on curricular expectations, ESL and Special Education methodologies, college prep and enrichment opportunities, use of ARIS and the school's website	Parents	Sept. 2014 – June 2015	Administrators, Staff, Students
Survey parents to determine topics of interest and areas of need	Parents	Sept. 2014 – June 2015	Administrators, Staff
Listen to parent concerns, address their needs and incorporate ideas into school operation via parent teacher conferences, SLT meetings, school websites and positive phone calls by teachers and administrators.	Parents	Sept. 2014 – June 2015	Administrators, Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, parent coordinator, DOE central staff, teachers, bilingual staff, school messenger, Learning Leaders Inc., LES, school surveys of parents

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>40. Specify a timeframe for mid-point progress monitoring activities.</p> <p>By February 2015: The number of parents who complete the Learning Leaders Institute will increase by 2% The number of parents who attend workshops and PTA conferences will increase by 2% Every letter sent to parents will be translated in both Spanish and Haitian Creole The list of enrichment activities and programs will be shared with parents via the Parent Handbook, e-chalk, school calendars, parent teacher conferences and PTA meetings</p>
Part 6b. Complete in February 2015.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Children who are performing below grade level based on benchmark assessments, standardized test and Fountas and Pinnell Reading Assessment, and classroom assessments	<p>BrainPop - This program creates animated, curriculum-based content that engages students, supports educators, and bolsters achievement. The program’s on-line educational resources include</p> <p>BrainPop Jr. (K-2), Brain Pop, Brain Pop Española, and Brain Pop ESL.</p> <p>Award Reading – An interactive, web-based, student-centered learning component that allows practice of actual text reading. The program enables students to build and strengthen literacy skills.</p> <p>Wilson Reading System- a highly structured remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who</p>	<p>BrainPop</p> <ul style="list-style-type: none"> ● Small group instruction ● At home online <p>Award Reading</p> <ul style="list-style-type: none"> ● Small group instruction ● At home online <p>Wilson Reading System</p> <ul style="list-style-type: none"> ● Small group instruction <p>Imagine Learning</p> <p>Small group instruction</p>	<ul style="list-style-type: none"> ● During the school day ● After school <p><u>Award Reading</u></p> <ul style="list-style-type: none"> ● During school <p><u>Wilson Reading System</u></p> <ul style="list-style-type: none"> ● During the school day <p><u>Imagine Learning</u></p> <p>During the school day</p>

		<p>may require multisensory language instruction.</p> <p>Imagine Learning Interactive website that provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. This program provides support in 15 languages</p>		
<p>Mathematics</p>	<p>Children who are performing below grade level based on benchmark assessments, standardized test, and classroom assessments</p>	<p>BrainPop - This program creates animated, mathematics curriculum-based content that engages students, supports educators, and bolsters achievement. The program's on-line educational resources include</p> <p>BrainPop Jr. (K-2), Brain Pop, Brain Pop Española, and Brain Pop ESL.</p> <p>Math Playground - An on-line Math Program for students who need a fun way to practice math facts. Math Playground includes a wide variety of math topics, from problem solving and mathematical art to real life math. This program is used in the auditorium, during inclement weather recess</p> <p>ST Math – An on-line comprehensive, grade-level</p>	<p>BrainPop</p> <ul style="list-style-type: none"> ● Small group instruction ● At home online Math Playground ● Small group instruction ● At home online ST Math ● Small group instruction ● At home online 	<p>BrainPop</p> <ul style="list-style-type: none"> ● During the school day ● After school Math Playground ● During the school day ● After school ST Math ● During the school day ● After school

		math program that utilizes Spatial-Temporal (ST) reasoning to teach math concepts that are aligned to state standards. ss.		
Science	Children who are performing below grade level based on standardized test and classroom assessments	All Fourth Grade students are provided AIS through the Science Cluster Program. The students are given additional support using FOSS materials. The cluster teacher also collaborates with the classroom teacher to ensure cohesiveness in covering the curriculum.	FOSS Cluster program instruction	FOSS <ul style="list-style-type: none"> ● During the school day
Social Studies	Children who are performing below grade level based on classroom assessments	Time for Kids – Time for Kids is a division magazine of Time magazine that is produced especially for children. It contains some national news, a “Cartoon of the Week”, and other features in its weekly eight pages. It also runs special edition issues, a website which offers daily news coverage and is the home of the Time for Kids “Kid Reporter” program. BrainPop – This program creates animated curriculum-based content in social studies that	Time for Kids <ul style="list-style-type: none"> ● Small group instruction BrainPop ● Small group instruction ● At home online 	Time for Kids During the school day BrainPop <ul style="list-style-type: none"> ● During the school day ● After school

		engages students and bolsters achievement Readworks.org and Engage New York are used as supplementary resources		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Children who are in danger of being held over, have low attendance and display inappropriate behavior	<p>The Guidance Counselor works with children who are having behavioral difficulties in class and supports the classroom teachers.</p> <p>The Social Worker provides social services and assistance to improve the social and psychological functioning of children and their families.</p> <p>The School Nurse provides first aid services to all students, and also provides skilled nursing services to those students with a documented need.</p> <p>An Automated External Defibrillator program is in operation at our school. CPR and AED training have been provided to the staff.</p> <p>Physical Education and Fitness provides students with physical activities to improve health</p> <p>Vision Screening - Trained Learning Leader Volunteers assist with vision and screening</p>	<p>The Guidance Counselor</p> <ul style="list-style-type: none"> ● Small group instruction ● One-to-one <p>The Social Worker</p> <ul style="list-style-type: none"> ● Small group instruction ● One-to-one <p>The School Nurse</p> <ul style="list-style-type: none"> ● One-to-one <p>An Automated External Defibrillator program</p> <ul style="list-style-type: none"> ● One-to-one <p>Physical Education and Fitness</p> <ul style="list-style-type: none"> ● Group instruction <p>Vision Screening</p> <p>One-to-one</p>	<p>The Guidance Counselor</p> <ul style="list-style-type: none"> ● During the school day <p>The Social Worker</p> <ul style="list-style-type: none"> ● During the school day <p>The School Nurse</p> <ul style="list-style-type: none"> ● During the school day <p>An Automated External Defibrillator program</p> <ul style="list-style-type: none"> ● During the school day <p>Physical Education and Fitness</p> <ul style="list-style-type: none"> ● During the school day <p>Vision Screening</p> <p>During the school day</p>

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Recruitment

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

Retention, Assignments and Supports

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

2b. 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).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

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

4b. 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.

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

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 (CEP) 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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 # 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	494, 034	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	157, 714	x	
Title III, Part A	Federal	11,200	x	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,552,824	X	

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:

1. 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.
2. 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:

3. **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).

4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **The Emma L. Johnston Elementary School (PS 241)**, 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 the school and the families. The 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 the school community. **The Emma L. Johnston Elementary School [PS 241]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;

- 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 (SPC)

The Emma L. Johnston Elementary School (PS 241), in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

	K x	1 x	2 x	3x	4x	5x	
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	52	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	52	0	4			4			0	
				11	0		1	0		68
Total	52	0	4		0	4		0	0	
				11			1			68

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transition al Bilingual Education															
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOT AL	
															0
															0
															0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Langua ge (ELLs/EP s*)																		

K-8																						
	K	1	2	3	4	5	6	7	8	TO TA L												
	EL L	EP	ELL	E P	ELL	EP	EL L	EP	EL L	EP	E L L	E P	EL L	EP	EL L	EP	EL L	EP	EL L	EP		
																				00	00	
																					00	00
																					00	00
TOTAL	00	0 0	00	0 0	00	0 0	00	0 0	00	00	0 0	0 0	00	0 0	0 0	0 0	0 0	0 0	0 0	00	00	

Dual Language (ELLs/EPs)										
9-12										

	9	10	11	12	TOTAL					
	ELL	EP								
									00	00
									00	00
									00	00
TOTAL	00									

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

Freestanding English as a Second Language														
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	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1	4	5	2								15
Chinese														0
Russian														
Bengali														0
Urdu														0
Arabic	1	0	1	0	1	1								4
Haitian	2	0	2	1	2	0								7
French														
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	8	9	9	3	9	5								42
TOTAL	11	10	11	8	17	8	00	68						

Part III: Assessment Analysis

Assessment Breakdown

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

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

NYSESLT Modality Analysis														
Modality Aggregate	Proficiency Level													
LISTENING/SPEAKING	B													
	I													
	A													
	P													
READING	B													

G/WRIT ING														
	I													
	A													
	P													

NYS ELA					
3					
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									

7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	English	NL	English	NL	English	NL	English	NL	
4									
8									
NYSAA Bilingual (SWD)									

New York State Regents Exam				
	Number of ELLs Taking Test	Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				

Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								

	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

Paste response to questions here:

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

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

Paste response to question here:

The spring NYSESLAT results show patterns across proficiency and grade levels. There are larger numbers of students at the beginning level in the early grades than in the upper grades.

Historically, our school has registered a greater number of students new to the country in the early grades. These children improve from year to year. If you look at the grade 5 students, we had only one student who tested and that child received an advanced level. Most of our ELL students in grades 4 and 5 have tested out and are now Former ELLs.

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

Paste response to question here:

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

4. For each program, answer the following:
- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

- a. In examining student results across proficiencies and grades, the patterns indicate that student performance depend on student proficiency in English. For instance, first year ELLs have

difficulty testing in English when taking the Mathematics exam. The students take the English version of the exam as opposed to the native language. All languages are not available to all students. For instance, there is no test for the Fulani language.

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

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

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

Paste response to question here:

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

Tier 2: Targeted Interventions. Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Student instruction must address language needs based on ESL professional recommendations. The rate of progress and level of English language proficiency since implementation of ESL instructional strategies must be monitored.

Students' academic language proficiency must be monitored as well. The students' rate and level of reading comprehension in native language (if possible) should be compared to English to determine gaps. Intensity of instruction will vary across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention (Title III after school). These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually given in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

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

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

Paste response to question here:

Considerations for Reading Instruction

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

Considerations for Math Instruction

The issue of linguistic proficiency and vocabulary comprehension is also important when

collecting data and measuring math skills. Vocabulary comprehension has been identified as a major variable in the understanding of math concepts. Therefore, math manipulative materials and pictorial representations are instrumental in the delivery of daily math instruction.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Paste response to question here:

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

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

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

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

- Teacher Team Analysis of Student Work/Teacher Effectiveness

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here:

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Paste response to question here:

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

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

Paste response to question here:

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Paste response to question here:

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

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

Paste response to question here:

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to question here:

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

Part V: ELL Programming

A.

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Paste response to questions here:

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here:

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to questions here:

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

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

Paste response to question here:

We are not a bilingual school.

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

Paste response to question here:

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

How do you differentiate instruction for ELL subgroups?

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

Paste response to questions here:

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

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

1. Intensive English development instruction teaching social studies and academic language in small group settings
2. Extended 50 minute block small grouping
3. Title III After-School program
4. Individual tutoring
5. Language development
6. Cooperative learning
7. Integrated cultural activities

8. Recognition of students' native language

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

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

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

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

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

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

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

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

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

11. Provide more time to finish assignments

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

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

Paste response to question here:

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

Courses Taught in Languages				
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Other than English ⓘ				
<p>NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:</p> <ul style="list-style-type: none"> • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes 				
Native Language Arts:				
Social Studies:				

Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

75%			
50%			
25%			
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B.

6. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Paste response to question here:

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

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

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

Paste response to question here:

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

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

ELA:

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

Math:

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

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

Paste response to question here:

We will continue to use technology as an innovative teaching tool in our program. As a result we've renewed ST Math, a software based math program that capitalizes on visual-spatial reasoning and different learning styles. We have also increased the number of licenses for Imagine Learning, another interactive computer program that targets phonetic and literary skills.

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

Paste response to question here:

None

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

Paste response to question here:

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

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

Paste response to question here:

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

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

Expeditionary Learning and Go Math.

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

Paste response to question here:

To support the native language in our ESL program, ELL students are allowed to communicate in their home language with their peers in class and anywhere in the school environment. Bilingual dictionaries as well as other cultural relevant materials are available in the ESL classroom. The ESL teacher uses cognates with Beginning level students. Finally, some classroom teachers adapt the Buddy system, pairing an English speaking with a non-English speaking student.

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

Paste response to question here:

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

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

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

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

15. What language electives are offered to ELLs?

Paste response to question here: N/A

16. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here: N/A

C.

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

Paste response to questions here:

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

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

September

-Danielson Framework and the Common Core Learning Standards

-October

-Reading comprehension strategy for beginning ELL students

November

-Align ESL instruction to the Common Core Standards

-December

-ESL Best Practices

-January

Using technology to enhance language learning

- February

Applying Multiple Intelligence Theory to instructional practices

- March How to use portfolio assessment

- Using the NYSESLAT to inform instruction in content area learning

-May

Developing instructional unit of study

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

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

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

that will support the following staff:

-Teachers of ELLs

. Teaching writing skills in the content areas

. How to help ELLs develop good study habits

. Conducting research in assessing learning needs of the ELL students

-Guidance Counselor

. Child abuse and Reporting Procedure

. Procedure to facilitate the application and articulation Process

. Peer Mediation and Counseling Procedures

. Teaching and Counseling Procedures involving Core Values

- Parent Coordinator
 - . Child Abuse and Reporting Procedures
 - . Family Resources For Needy Families
 - . Bullying and its Consequences

- Secretaries
 - .BESIS DATA(BNDC) Parent Option Choice

4. To support our monolingual teachers of ELL students, P.S. 241 will offer 7 ½ hours of professional development on ESL strategies. These on-going sessions will take place during common preps, lunch periods (lunch and learn), or days that are designated as chancellor’s Conference Day. The timeline will be as follows:

- October
 - Who are the ELLs? Demographic/Stages of Language acquisition
- November
 - Identifying ELLs at risk through the RTI model
- December
 - ESL Best Practices
- January
 - Sharing of ESL Materials and instructional plans
- February
 - Using the NYSELAT results to inform instruction in the monolingual classes of ELL students
- March
 - Differentiated instructions in the monolingual classes of ELLs
- April
 - Using technology to enhance Beginning ELLs language learning

D.

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

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

Paste response to questions here:

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

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

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

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

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

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

E.

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

Paste response to question here:

The school policy emphasizes the literacy and learning standards with high expectations for all children. It stresses assessment driven planning and instruction. The P.S. 241 Plan desires to accelerate our students' acculturation through the Title III program and the Saturday Academy. Our LAP accepts the challenge of meeting the diverse needs of our ELLs so that they can rise to their highest potential. We seek to establish in every student a lifelong love for learning. The goal of our LAP is to equip our English Language Learners with the academic, social, and technological skills that will enable them to become productive members of society.

Part VI: LAP Assurances

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 Network: 401

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

