

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

School Name: GREENWICH VILLAGE SCHOOL

DBN (i.e. 01M001): 02M041

Principal: KELLY SHANNON

Principal Email: KSHANNO@SCHOOLS.NYC.GOV

Superintendent: BONNIE LABOY

Network Leader: GABRIEL FELDBERG

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kelly Shannon	*Principal or Designee	
Jaime Monsell	*UFT Chapter Leader or Designee	
Nikki Mejer	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michelle Caldwell	Member/ Teacher	
Ria Kominos	Member/ Teacher	
John Baird	Member/ Teacher	
Amy Frisch	Member/ Parent	
David Allee	Member/ Parent	
Kate Tentler	Member/ Parent	
Matthew Horovitz	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By May 2015, teacher questioning and student discussion will be strengthened, as measured by 10% growth, from October and November to March and April, in average teacher observational ratings in the Framework for Teaching's Component 3b.

Comprehensive Needs Assessment

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

As we have realigned curriculum to meet CCLS, there have been greater demands requiring higher order thinking by students. Teachers observed that when implementing rigorous lessons and tasks, there were groups of students that were partially engaged. When looking at student data, teachers thought about how they were asking questions, what tools they were using, and modifications being made to support the range of student needs.

The special education reform prompted us to think about how to support both special education and general education teachers. For the past four years, our ICT teachers have been working closely with general education teachers to provide access for students by sharing expertise. In literacy, we also observed that some students had difficulty creating a clear argument and providing rich details to support a thesis. We have increased opportunities to engage in conversations that promote going deeper into the text. Our units on literary essays, literary responses as well as our work with literary conversations have been updated keeping this goal in mind. Students' *on demand* writing pieces help teachers decide on specific teaching points at the beginning of these units to enhance student learning.

Instructional Strategies/Activities

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

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

Teacher teams and teacher partners will observe videotaped lessons as well as observing each other's teaching throughout the school year. ICT teachers will work with our consultant from Kristen Goldsmansor to study and create a toolbox of strategies to support our students who struggle to articulate their thinking. Ladder of scaffold will be discussed and how those scaffolds are removed over time to support student's independence. Additionally, this year the SETTS teachers have joined classroom teachers during grade-level teacher team meetings. TC Lab Sites, grade meetings, teacher team study groups along with Japanese Lesson Study will provide teacher's opportunities to determine quality questions that can be used during lessons and will create a template of "types" of questions and the varying ways to engage students in conversation.

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

1. Administration, Instructional team, teacher leaders and consultants.

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

September. November and June PD days will include discussion/planning of our work around this topic. Monday PD sessions will incorporate this work.

The instructional team along with teacher leaders will create rubrics in math and literacy that will support our understanding of what is being taught and learned.

Social Studies notebooks and Book Lovers notebooks will track questions developed by the teachers to get at the “big” ideas in a unit. Students’ answers to these questions will be analyzed to determine efficacy of questions. Instructional team will ask teachers when visiting classrooms to discuss where they are in relation to this school wide goal and provide verbal feedback that focuses on what teachers/students were doing during “talk” time. By June 2015 Videotaped lessons will show teachers continued growth in utilizing effective talk moves and questioning techniques focusing on students in the lowest third of our school.

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

1. August 2014- June 2015

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

We use per session and per diem to support PD and study groups before and after school. In addition these monies are utilized to support teacher PD around CCLS as well as to support our teacher team work that tackles specific skill, strategy work we would like to address to meet our students needs. PTA funds support our work with Teachers College and workshops teacher attend through the year in literacy and mathematics as well as our work with Goldsmansor and Rutherford.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Parent workshops on literacy and math hosted in the fall, winter and spring will include highlighting what our teachers and students are working on and how this goal relates to CCLS and citywide expectations.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

In all content areas, students will engage in conversations that cause them to think, reflect and deepen their understanding resulting in continuing overall development of reasoning and critiquing using content-based evidence, as measured by fourth and fifth graders achieving an adjusted growth percentile of 60 or higher on the 2015 statewide English language arts exam.

Comprehensive Needs Assessment

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

Over the last few years, we have placed an emphasis on having deep conversations and discussion. Teachers and students have been considering the types of questions to ask that would elevate the level of dialogue in classrooms. Structures and routines developed over the past few years have supported partner talk, small group and whole group conversations. Teachers have been working towards having students lead whole group conversations, posing their own questions and commenting on each others' ideas. As a continuation of this work, we wanted to have students take the lead with their own learning, including student self-reflection. We began using the Danielson Framework as a tool to empower students to take ownership of their learning. Based on the analysis of student work samples in Social Studies and Literacy, as well as reviewing video clips or recorded "grand" conversations from across the year we knew that we had the foundation for deep conversations but needed more support using text based evidence to anchor their conjectures, theories and ideas.

Instructional Strategies/Activities

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

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

Our Instructional Team Specialists (Math and Literacy Coaches, Intervention Specialists and Administrators) will meet with grade level teams to look at each unit of study in literacy, math and social studies. Effective structures and techniques utilized for conversations will be discussed. Educators will look at the opportunities students have within workshop time to determine what structures are best during varying parts of the workshop as well as what techniques are effective in engaging all students in learning? What opportunities do students have for extended conversations? What teaching moves can be used to support students going beyond recall to reasoning, justification and higher order thinking? What supports do we provide students in using text based evidence to ensure effective conversation?

Our units on literary essays, literary responses as well as our work with literary conversations have been updated keeping this goal in mind. Students' on demand writing pieces help teachers decide on specific teaching points at the beginning of these units to enhance student learning.

TC Lab Sites, grade meetings, teacher team study groups along with Japanese Lesson Study will provide teacher's opportunities to determine quality questions that can be used during lessons and will create a template of "types" of questions and the varying ways to engage students in con TC Lab Sites, grade meetings, teacher team study groups along with Japanese Lesson Study will provide teacher's opportunities to determine quality questions that can be used during lessons and will create a template of "types" of questions and the varying ways to engage students in conversation.

We will use Webb's Depth of Knowledge and Danielson's Framework to anchor our conversations with one another. We will look at ways we build knowledge through content rich nonfiction and informational texts. Texts will present a gradient of difficulty and emphasis will be on

academic vocabulary.

September. November and June PD days will include discussion/planning of our work around this topic. Monday PD sessions will incorporate this work.

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

1. Instructional Team, teacher leaders and TC consultants.

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

Social Studies notebooks and Book Lovers notebooks will track questions developed by the teachers to get at the “big” ideas in a unit. Students’ answers to these questions will be analyzed to determine efficacy of questions.

Instructional team will ask teachers when visiting classrooms to discuss where they are in relation to this school wide goal and provide verbal feedback. Social Studies notebooks and Book Lovers notebooks/post its--will track questions developed by the teachers to get at the “big” ideas in a unit. Students’ answers to these questions will be analyzed to determine efficacy of questions.

Videotaped lessons will show teachers continued growth in utilizing effective talk moves and questioning techniques that focus on what teachers/students were doing during “talk” time.

Videotaped lessons will show teachers continued growth in utilizing effective talk moves and questioning techniques.

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

1. August 2014—June 2015

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

1. We use per session and per diem to support PD and study groups before and after school. In addition these monies are utilized to support teacher PD around CCLS as well as to support our teacher team work that tackles specific skill, strategy work we would like to address to meet our students needs. PTA funds support our work with Teachers College and workshops teachers attend through the year in literacy and mathematics.

2. We hire a full time Literacy and Math coach to support teachers and students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Parent workshops on literacy, social studies and math hosted in the fall, winter and spring will include highlighting what our teachers and students are working on and how this goal relates to CCLS and citywide expectations. We hold family mornings once a month so they can engage with the work their children are doing in class and teachers model teaching techniques/strategies they utilize in the classroom. Monthly newsletters from each teacher highlight curriculum areas as well as offer ways to support students at home.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, teachers will strengthen a school wide sense of collective, collegial responsibility for students in all classes and grades, as measured by 10% growth, from September to June faculty surveys, of teachers' responses to quantitative assessments of professional collaboration.

Comprehensive Needs Assessment

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

In analyzing our SLT survey results from teachers, as well as a survey we conducted after administering our MOSL assessments in June we realized that although teachers were quite familiar with curriculum units across the school, there was less clarity on the "how" assessments were utilized class to class and grade to grade. The "what" of our teaching/assessing was clear and we needed to be sure every educator was clear on "how" assessments were utilized and administered across our school. We have spent the last four years realigning curriculum to CCSS. In the first four years the emphasis was on tasks within units that moved students towards CCSS. At this juncture our units of study have been realigned so that comprehensive tasks on fully embedded into unit planning. We assess all students at the end of each unit and we revise curriculum based on these results if needed.

This year we are building on this to have coherence with instructional practices with classroom teachers and specialty classes, as well as across content areas, all of which will create school-wide alignment to CCLS and the Instructional Shifts. To support coherence with CCLS and Instructional Shifts for students, we have also supported families with these shifts. We believe that supporting families' understanding of the CCLS and Instructional Shifts will support students' ability to engage in rigorous learning.

We are committed to having our teachers understand that the learning experience is a continuum for all students – what they learned one year will impact what they learn in the next year.

Instructional Strategies/Activities

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

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

Instructional team will work with teachers to realign current literacy and math units with CCLS.

In mathematics we will utilize Investigations supplemental units and introduce teachers to the change in expectations unit by unit and grade by grade. Particular emphasis will be on the development of fraction units in grades 3-5 and number and operation units in grades K-2. In literacy the emphasis will be on argument/persuasive writing and nonfiction Reading units.

During teacher team meetings effective tasks throughout units of study will be designed in literacy and math that center on emphases stated above. Our core Instructional team will facilitate teacher team work.

Grade meetings will be utilized to incorporate and rewrite units of study to support our realignment of curricula with CCLS.

Teachers will attend in house and outside PD in literacy and math that focuses on CCLS. Specifically we will send teachers to TC, Investigations and various other CCLS workshops throughout the school year.
 Curriculum maps will incorporate changes to individual units of study which have been realigned with CCLS.
 Student work sample will show movement towards supporting students in meeting CCLS. Pre and post assessments will support our understanding of where are students are at in relation to meeting CCLS.

Structures to support school-wide instructional alignment:

- Cross grade articulation (content, assessment) cross-grade inquiry-based teacher team work, grade-level teacher team meetings, planning days, end-of-year articulation, regular instructional team meetings, ICT transitional conversations, regular AIT and PPT meetings, indirect services provided by SETSS teachers, distributed leadership model

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

1. Coaches, teacher leaders, administration and consultants from TC.

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

Teachers will attend in house and outside PD in literacy and math that focuses on CCLS. Specifically we will send teachers to TC, Investigations and various other CCLS workshops throughout the school year.
 Curriculum maps will incorporate changes to individual units of study which have been realigned with CCLS.
 Student work sample will show movement in supporting students in meeting CCLS. Pre and post assessments will support our understanding of where are students are at in relation to meeting CCLS.

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

1. August 2014-June 2015

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

3. We use per session and per diem to support PD and study groups before and after school. In addition these monies are utilized to support teacher PD around CCLS as well as to support our teacher team work that tackles specific skill, strategy work we would like to address to meet our students needs. PTA funds support our work with Teachers College and workshops teacher attend through the year in literacy and mathematics.
1. We hire a full time Literacy and Math coach to support teachers and students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Our family workshops (every 2 months), family mornings (once a month) and curriculum night (in the Fall and Spring) address CCLS and citywide expectations. Teachers, Administrators and staff ensure that each workshop includes how we are supporting our students in meeting CCLS and citywide expectations. It can be content focused and/or process focused depending on the workshop being held.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Goal

Continue to build school/family partnerships by providing families with more structured guidance in how to support their children's learning.

Key activities include:

- Updated *PS41 Guide for Families*, distributed to all families in September 2013 and available for download via PS 41 website(www.ps41.org)
- Curriculum Mornings, Family Math and Literacy Workshops and Monthly Family Mornings
- SLT-hosted Parent-to-Parent Grade-Level Coffees to complement Curriculum Mornings in the Fall
- SLT survey in the Spring to monitor effectiveness and identify issues/needs

Comprehensive Needs Assessment

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

The annual SLT survey serves to collect feedback and provide insight and analysis on the effectiveness and value of activities identified to serve this goal, including:

- Family Mornings
- Curriculum Mornings
- Family Math and Literacy Workshops/Nights
- PS Guide for Families
- SLT-hosted Parent-to-Parent Grade-Level Coffees
- Monthly PTA meetings/Q&A

Instructional Strategies/Activities

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

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

The SLT and PTA collaborated with the school administration to revise a comprehensive guide for parents (*The PS41 Guide for Families*), covering a range of general and specific information targeting FAQs around school policy, key events and protocol. This guide will continue to be updated annually and provided to new families at the start of the year via hard copy and updates promoted via PTA and PS 41 website to all families.

The SLT initiated a Parent-to-Parent forum to complement Curriculum Mornings and offer parents an open discussion about what to expect in

the coming year and glean peer-to-peer advice. These sessions have been well attended and received positive feedback. We will continue to optimize them based on parent input.

Family Mornings and Family Math and Literacy Workshops/Nights have continued to receive strong parent feedback, so we will continue to use them as a key opportunity to engage the community in teaching methodologies and provide information on how they can support the curriculum at home. Administration presence and support will continue to be a priority at these sessions.

The SLT will continue to respond to queries and feedback via the PS 41 website and will leverage PTA communication forums (weekly email blasts, monthly meetings) to publicize key information to the PS41 community.

The PS41 website (E-Chalk) and Parent Coordinator E-Mail lists will continue to be a key communication channel for all community-related information, via both outbound emails and via the posting of downloadable resources for further exploration.

The SLT will continue to invite the school community to attend and participate in two meetings a year during which it will reserve agenda time for relevant questions or issues that have been submitted.

The SLT survey will continue to evaluate the value and effectiveness of these programs and solicit new ideas/needs.

Dynamic class parent system in place in which designated parents for each class ensure that all pertinent information for that class reaches all families in the class in a timely, inclusive and effective manner.

1.

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

1. SLT members, parent coordinator, administration and class parent representatives.

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

1. Feedback from internal SLT survey that all families receive.

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

1. August 2014-June 2015

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

1. Slit stipend for SLT members- PTA will support copying of family handbook

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

SEE ABOVE

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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A. Strategies/activities that encompass the needs of identified subgroups
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1.

B. Key personnel and other resources used to implement each strategy/activity
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1.

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

1.

D. Timeline for implementation and completion including start and end dates
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1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson, Foundations, Reading Recovery and Sounds in Motion	Small group, one to one	Before, during and after school
Mathematics	ECAM, Math in The City Supplemental units	Small group, one to one	Before, during and after school
Science	Integrated into Reading work /Afterschool Environmental Science Club	Small group	Before, during and after school
Social Studies	Integrated into Reading work	Small group	Before and during school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, peer play groups, socialization groups	Small group, one to one	Before, during and after school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

We have a hiring committee that supports the administration in hiring teachers who are ready and able to engage in Professional Development both in and outside of school. We also look for teachers who have knowledge and experience with of CCLS and citywide expectations. We have staff developers from TC working with our teachers in all grades and request that

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).

Embedded into all we do from grade meetings to teacher team meetings to PD days to coaching days.

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

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

Our school counselors are part of our monthly training so that they incorporate their knowledge around best practices to increase student engagement and how that is linked to our work around our goals. We use tax levy and PTA funds to support hiring one full time school counselor and to p/t counselors

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 02	Borough Manhattan	School Number 41
School Name The Greenwich Village 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 Kelly Shannon	Assistant Principal Michelle Amato
Coach	Coach Susan Ngai
ESL Teacher Betsy Chairman	Guidance Counselor Bob Caputo
Teacher/Subject Area Amy Taylor/2nd Grade	Parent
Teacher/Subject Area	Parent Coordinator Michelle Farinet
Related Service Provider Pat Thomas/AIS	Other
Network Leader(Only if working with the LAP team)	Other

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		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	3	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	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	791	Total number of ELLs	13	ELLs as share of total student population (%)	1.64%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
SELECT ONE	3	3	0	4	5	4								19
SELECT ONE														0
Total	3	3	0	4	5	4	0	19						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	12			1			0			13

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	12	0	0	1	0	0	0	0	0	13
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												1
Chinese				3	1	1								5
Russian	1													1
Bengali														0
Urdu														0
Arabic														0
Haitian					1	1								2
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		1										3
TOTAL	2	3	0	4	2	2	0	13						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	1	1	2								4
Intermediate(I)	0	1	0	0	0	0								1
Advanced (A)	2	2	0	3	1	0								8
Total	2	3	0	4	2	2	0	0	0	0	0	0	0	13

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses TCRWP as an assessment tool to assess the literacy skills of ELLs. This assessment measures a variety of literacy skills including: concepts about print, letter identification, high frequency word recognition, spelling skills, decoding and comprehension skills.

This year, there are no consistent skill patterns across the board. Our students entered school with a wide range of literacy skills in L1 and L2 and the only similarity we see is that they are all moving up in L1 literacy levels.

Consistent with ELL research, students we have who came to PS 41 highly literate in their L1, generally have a much easier time achieving literacy levels on grade level. Students we have are below grade level in literacy get extra reading/writing support through a variety of sources. Some of these sources are America Reads and student teachers, AIS providers and extended day small group instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As with patterns in our literacy assessments, there truly aren't any. Our ELL population is small and incredibly diverse. This year for example, we have 13 students total, ranging from Kindergarten to 5th grade. Of those 13, 8 languages/dialects are spoken. We have students who are illiterate in their L1 and students who are highly literate. We aim to assess our students through multiple means (standardized testing, in-class, teacher made tests, and portfolios), so we can reach each child where (s)he is, and offer appropriate supports and challenges.
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 [AMAQ tool](#))
3-Of students who took the NYSESLAT in the spring of 2013, only 3 received a score of Beginner. 2 of those students arrived at our school just months before. 1 arrived a year before but had absolutely no spoken English or literacy. He has moved up multiple levels in class assessments and is already much more proficient than he was when the NYSESLAT was given last year. 7 of our students from last year tested out of the program (Proficient). Of those students, 3 moved from Advanced to Proficient and 4 moved from Beginner to Proficient. 4 of our students tested at an Advanced level. Of those, only one had taken the NYSESLAT the year before. He tested at an Advanced level then too, but his total raw score moved from 87 to 98. All of his scores except Writing moved up considerably (Reading from 15 to 25, Speaking from 24 to 30) or stayed the same (Listening 24 to 24) except Writing, which dropped from 22 to 19. We are focusing on writing supports for this student, both in the general education classroom and in the ELL class, and the gen ed teacher and ELL teacher discuss his writing development and strategies to strengthen it. regularly.
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?

The tests we use in Native languages are translations. We find that it is difficult for some children to use two tests simultaneously (the English version and the translated version) but they are offered as mandated. Children who speak languages that don't have translated documents and so need a translator, report feeling more comfortable with their assessments.

Because we do a great deal of in class assessing and feel the need for more instructional time, we do not offer ELL Periodic Assessments.

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](#).)

Our school places a strong emphasis on regular, personalized assessments, in addition to standardized tests.

We assess oral language development through recorded observation of students interacting with peers, 1 on 1 student-teacher conferences, and observation in our small group ELL classes. We use the data gathered to build oral language scaffolds that focus on both social English and academic English. We do word study lessons and use word thermometers that deal with general conversation as well as conversation revolving around literature and specific content areas.

We regularly assess literacy both in general education classes and in the ELL class. Because our groups are small and divided by grade, we are able to strongly support writing skills being taught by grade level. In the ELL classroom we do a great deal of small group writing and editing, in addition to individualized pieces. We use rubrics while writing and during the editing process, so students understand and internalize what is expected of them. Students in grades 2-5 keep dialogue journals with the ELL teacher, and are required to write and turn in entries twice a week.

6. How do you make sure that a child's second language development is considered in instructional decisions?
During initial meetings with parents, we gather information on L1 literacy level. We strongly recommend that parents facilitate L1 literacy and continued language development at home, especially since we are not a dual language/bilingual program. In school, we

facilitate pride in diversity and often have students introduce vocabulary and customs from their native language/country.

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?

Not applicable.

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

8-We use a variety of methods to measure the success of our ELL program. We analyze NYSESLAT data at the beginning of every year to make sure that our ELLs are making consistent growth, but the ELL teacher and classroom teachers also regularly monitor literacy development through teacher-student conferences, portfolio assessment, and regularly kept dialogue journals (ELL class). Social English growth is monitored through individual student observation. Aside from monitoring NYSESLAT results, we also look at how our ELLs are faring in Science, Math and ultimately the ELA state tests.

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](#).)
1-When parents/guardians bring students to P.S. 41 to enroll them in school, they are given the standard Home Language Survey and instructions for completing it. If they do not speak/read English, a translator is used (we have a list on file of teachers/staff members in the school who speak languages other than English). If no one who is fluent in the parent/guardian's native language is available to translate at that moment, we schedule a time when we can arrange for the necessary service.

There is a team who assists parents in the enrollment process and conducts the initial, informal language assessment. Included in this team are our parent coordinator, the school secretary, our literacy coach, and either our assistant principal or principal.

On the first day of school, the English Language Learning teacher, Betsy Chairman, runs the RLER report on ATS to see who is eligible to take the LAB-R. In addition, she goes through the cumulative folders of new admits to double-check that no Home Language Surveys which indicate the necessity of taking the LAB-R were inadvertently missed. Within ten days of beginning P.S. 41, the LAB-R is administered to all students whose HLS indicates that (s)he is eligible to take it.

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.
Once all students are tested and scheduled for classes, parents are invited to school to learn about the three options available to their English language learning children. We offer a Model D (in the EPIC Facilitators Guide/Appendix J) Parent Orientation. They are sent an official New York City entitlement letter as well as a personal letter from the school/ELL teacher. Two formal meetings (at which parental options are described and our specific curriculum is described) are offered and a follow-up letter is sent to parents to invite them to schedule their own appointment if they are unavailable on the days of the two group meetings. The meetings are generally held in the third and fourth weeks of school. Official DOE materials are given to parents and translated documents are available. In person translation or phone translation (through the DOE) is available at individually scheduled meetings.

Parents fill out Parent Survey and Program Selection forms at the Parent Meeting. If they do not attend and choose not to have an individual meeting (after repeated reminders are sent home and phone calls made), the forms are sent home with the child.

Children are placed in our ELL program (parents are offered assistance in finding a different school if they wish to move their child to a Dual Language or Transitional Bilingual program, neither of which our school has the numbers to offer) according to level of

English language acquisition and grade. Groups are sometimes mixed-grade but generally students are with others who are within a two-grade range.

Every parent who has an ELL this year and who had one last year, chose to keep his/her child at P.S. 41 in our ESL pull-out model. We do not have a big enough population of students who speak any one language to offer a bilingual program and since P.S. 41 is an extremely sought after school, our LEP parents have unanimously decided to keep their children in our ELL program.

Because our school is in an extremely ethnically diverse area, parents understand why we offer ELL as opposed to the other two English acquisition program models and thus far have chosen without exception to opt into our language program. Our program is completely aligned with parental choice.

:

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 [\[see tool kit\]](#).)

Our ELL teacher sends home Entitlement letters in children's homework folders and follows up when scheduling orientation meetings for parents. She keeps folders of submitted Parent-Survey and Selection forms on file in the ELL classroom. Administrators have full access to these.:

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. As previously stated (see #2, above), program options and our specific curriculum is explained to parents/guardians at orientation meetings. We have a small ELL population and are able to have very small group or individualized meetings with parents. They have time and services (translation) available so they can ask questions and voice their opinions about their children's needs. This helps drive our grouping of new students.

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.

Every year when the NYSESLAT schedule comes out, we schedule time for all of our ELLs to be tested, according to the days mandated in the state schedule. As stated previously, we have a relatively small population and so the ELL teacher is able to administer the test to all students in the allotted time frame.

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. [🔗](#)
From #2:

Every parent who has an ELL this year and who had one last year, chose to keep his/her child at P.S. 41 in our ESL pull-out model. We do not have a big enough population of students who speak any one language to offer a bilingual program and since P.S. 41 is an extremely sought after school, our LEP parents have unanimously decided to keep their children in our ELL program.

Because our school is in an extremely ethnically diverse area, parents understand why we offer ELL as opposed to the other two English acquisition program models and thus far have chosen without exception to opt into our language program. Our program is completely aligned with parental choice.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

All English language instruction for English Language Learners (ELLs) at P.S. 41 is delivered through a pull-out model, though the ELL teacher collaborates with classroom teachers to ensure that she is helping students build strategies for making classwork accessible to them. This collaboration entails some push-in work. Classes are organized by grade with additional ELL instruction scheduled for our Beginner and Intermediate students. This year we have only single grade groups although in past years we have combined grades when students have had similar needs.

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)?

ELL scheduling is done according to proficiency level, so that Beginners and Intermediates get 360 ELL minutes a week and Advanced students get 180 minutes (sometimes more) a week. Classes are scheduled so that Advanced ELLs get a minimum of 180 minutes a week of ELA instruction in their classrooms. Our school uses a Balanced Literacy approach to learning, so students get consistent literacy input, helping them with Language Arts in English.

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.

In ELL class, we address a variety of content areas. Instruction is divided so that time is spent on specific Math language and Science language, as well as general English language development. In addition, because a great deal of P.S. 41's curriculum is Social Studies based, during ELL class, Social Studies themes are addressed. Students learn vocabulary and language structures that scaffold what they are doing in their mainstream classrooms. They also learn language acquisition strategies that help them across the content areas. For example, in the ELL classroom we use "word thermometers," which provide students with a range of vocabulary options for a particular word/idea (ex. For temperature, we have words like boiling, burning up, scorching, hot, warm, room temperature, etc.). The words are related to a variety of topics we cover in class, including content area lessons. Students are then responsible for creating their own word thermometers for their mainstream classroom and they keep these in their folders/notebooks to support independent work. The multi-faceted approach we use with our ELLs facilitates their access to classroom learning.

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

As a school that has an ELL program that meets the needs of students who speak a multitude of languages, we do not regularly assess students in their native language IN class. However, all students who take standardized tests have either translators or translations available, according to the mandated testing accommodations.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In the ELL classroom, students keep portfolios, which are regularly reviewed in student-teacher meetings. Students reflect on their work so that they can take both pride and responsibility in their learning, and the teacher keeps in-class records of student growth. In the regular classroom, teachers use TC assessments to measure reading development. All four modalities of English are assessed

regularly and evaluations are recorded in report cards that go home three times a year.

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

Currently we have no SIFE students but if any enroll in our school, they will be invited to attend extended day, small group sessions for individualized support. In addition, they will, if assessment suggests they need it, receive support from our AIS (Academic Intervention Services) team.

ELLs who have been in the U.S. for less than three years are monitored by their classroom teachers and the ELL teacher to assess any specific language and cultural understanding barriers. The teachers regularly discuss their findings in order to develop tools to meet individual needs. The needs are addressed through a variety of language learning methods used in the mainstream and ELL classrooms as well as but not limited to lessons about American customs and cultural norms. These methods help students become comfortable around new traditions. Students' backgrounds and cultures are celebrated and they are often asked to be "experts," teaching about their specific countries and traditions.

ELLs in grades 3-5 are given test preparation classes in addition to English language instruction. Skills and strategies that are required for the test are embedded into the mainstream curriculum so it is part of the students' everyday learning experience. Students are provided with practice material and time is spent teaching "testing language." They also do some test prep in the ELL classroom. On the day of the exams, ELLs are provided with the appropriate testing modifications as per testing mandates.

When we have LEP students receiving between 4 and 6 years of English Language Learning services, members of the LAP team meet early in the school year to discuss specific academic plans to help these students succeed. The first thing we do is analyze the previous spring's NYSESLAT results to see in what modality/modalities the student is struggling. Once that is determined a course of action is designed to support the student in the areas (s)he needs.

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?
ELLs identified as having special needs are serviced as per their IEPs. Related service providers regularly meet with the ELL teacher to discuss ways to interweave the strategies each student is being taught, in order to facilitate the student's access into the general school curriculum.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Service providers, including the ELL teacher, attend SWD's IEP meetings, in order to determine and plan for helping said students achieve their IEP and English acquisition goals.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English 

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

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

Science:				

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

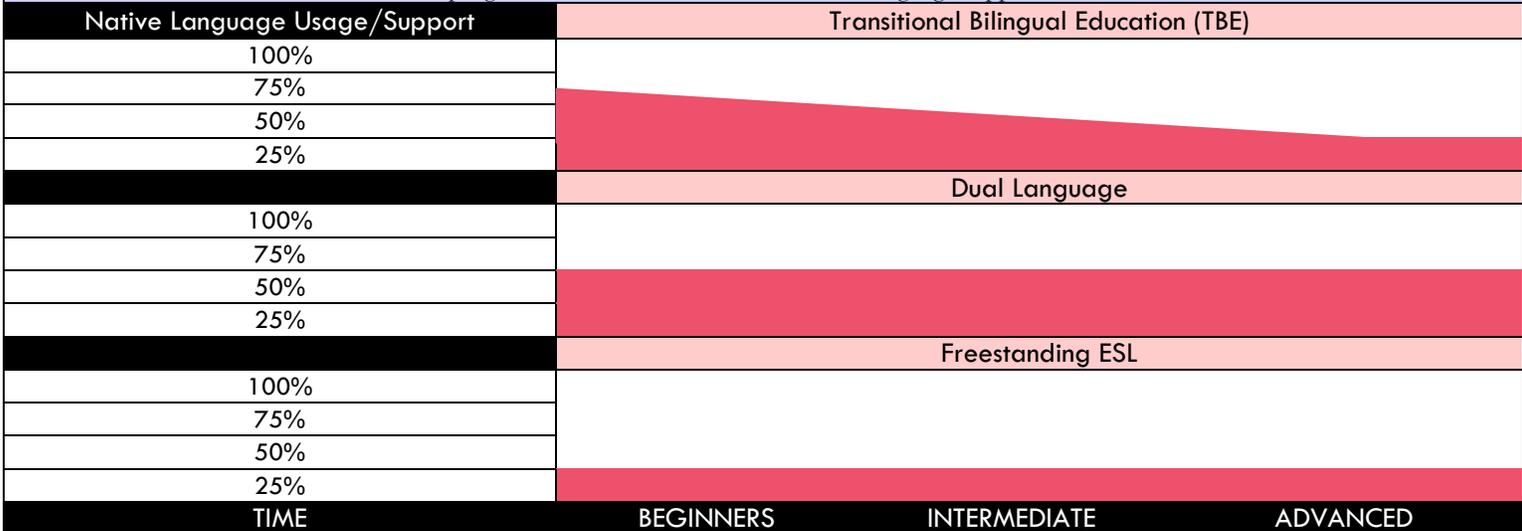
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention programs consist of:
- Reading Recovery-One to one support: Cycles last between 12-18 weeks and student meets with teacher 4 times a week for 30 minutes each time.
- Early Morning Intervention in Literacy and Mathematics-Small group work with classroom teacher or other qualified faculty member. Duration-50 minutes twice a week
- At-Risk Math Support-Push-in and pull-out with math specialist. Duration-2 times per week for 10 weeks
- In addition, students who are identified as needing at risk support are seen by a SETTS teacher for cycles of 8-12 weeks.
- Wilson/Fundations and Orton Gillingham programs are offered during early morning twice a week and once a week during independent reading. This entails small group work with a specialist trained in these programs.
- Our ELL teacher meets with all student and families prior to summer break to ensure leaning needs are supported through the summer. This includes books to take home, information on summer programs and continuation of writing in their student journals.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ELLs are without exception, making great strides toward total language proficiency. Their standardized test scores confirm this and on a more individualized/personalized level, in-class assessments and observations confirm this.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we are will be creating an additional early morning program that utilizes an Orton Gillingham approach to learning. The program will focus on grades 1 and 2. We will be adding a summer program where students can come in on designated days during the summer to meet with a SETSS teacher who will read with them and provide them with new books to take home in their book baggies.
12. What programs/services for ELLs will be discontinued and why?
- We will not be discontinuing any services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Ells are offered translation services in regard to all school activities-translation of curriculum, parent-teacher meetings, PTA meetings, school-wide events, afterschool programs and community outreach programs. Families of ELL students are contacted by the Parent Coordinator and meet with her when they first enter our school. If translation is needed, we provide that and the PC ensures the families are aware of the many programs during and after the school day that we offer.
- Our PTA is also contacts and arranges for families to have a "buddy." Another PS 41 family partners with the new family to help them navigate the day-to-day questions they may have and helps them get to know the community at large. When possible, the family is offered a buddy family who speaks the same language.
- The Y runs our after school program and often can assist with translation services. They publish their brochure in several different languages.
- Each month when our PTA or teachers host events, our parent coordinator and/or school counselors contact families of ELL students to provide them with details of the events and to arrange for translation services if needed. In addition, our PTA provides free tickets to evening or weekend events if a family needs assistance.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use an assortment of instructional methods to support ELLs. In addition, students are provided with other support services

(Speech, AIS Reading) when appropriate. Students have access to both classroom and school libraries, as well as leveled and non-leveled (grouped by subject) books in the ELL classroom. The libraries consist of both fiction and nonfiction texts that range in reading levels.

We use technology throughout the school, in the form of Smart Boards, iPads, computer class. Ways in which we incorporate technology specifically for our ELLs are: books on cd (cds are sent home with some students), listening centers, access to computer programs and language learning websites (in class and at home; the ELL teacher informs parents about helpful websites during her meetings with them.).

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
As previously noted, we have 14 ELL students who speak 8 languages. We do not deliver native language support. However, we do have students act as "experts" on their languages and cultures. They are our international liaisons and help us promote and celebrate cultural diversity in the school. In addition, we recommend parents bolster literacy in their L1 at home.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
Required services and resources correspond to ELLs ages and grade levels by aligning with the Common Core Standards. The ELL teacher regularly has Professional Development sessions with teachers of all grades to ensure that the ELL work being done is supporting what is going on in the general education classrooms.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
As soon as families register at our school, the Parent Coordinator meets them and evaluates their needs. She helps facilitate diferent things for different families. In addition to working one-on-one with families to recommend relevant programs/services, she helps find financial assistance for programs in the school, for families in need.
After registration, families are invited to meet their child's teacher, to have some time to get information about classroom procedures. Families are also brought up to date regarding any notices, newsletters and handouts given out prior to that point in the year (if the school year has already started). Families are also signed up for our school website by the Parent Coordinator, and she ensures they have an account ID and password set up, so they can access all materials related to the school and community. Our school website translates materials into many languages, and this is shown during the PC meeting.
18. What language electives are offered to ELLs?
We do not offer language electives.
19. 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)?

Not applicable

C. Professional Development and Support for School Staff

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

1-Our ELL teacher attends monthly PD with our Network, led by Caihua Huang, our ELL Achievement Coach. In addition, she has attended out of network ELL PD at Teachers College.

2-At monthly PDs facilitated by Caihua Huang, information regarding supporting ELLs as they engage in the Common Core Learning Standards is given and discussed at length. In school PD focusing on reaching the CCLS for all learners, also addresses the needs of ELLs.

3. Our middle school liaison, Mr. Robert Caputo meets with each family individually to walk them through the middle school process and to discuss the range of programs offered in District 2. IN addition Mr. Caputo works with each fifth grade teacher when completing applications for middle schools and meets with every class to go over the school choices they have.

4. Our teachers are offered PD in several different ways: we offer PD provided by our ELL teacher before school, throughout the year in grade level meetings, and on PD days in November or June. Some teachers also attend Teachers College PD days that focus on supporting ELL learners. Teachers attend network PD led by our ELL specialist.

D. Parental Involvement

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

PS 41 does not have a large ELL population (though there are many children who are bilingual). We are fortunate to be able to take advantage of our strong community and the effective and top-notch resources we provide to all 41 families in a way that integrates, engages and assimilates the ELL population we have.

Our ELL population uniformly has access to computer and e-mail.

We have an exceptional school website on which every family has an account and is able to access thorough and interactive information on all school functions and events, individual class pages, extracurricular activities, community affairs, DOE mandates and deadlines, afterschool programs, neighborhood and city resources, all calendars, emergency and safety information and many, many other things. The website can be translated into different languages.

As soon as a family registers, we connect them to the website. As well, if we make any kind of determination that the family requires translation services, we make sure that for vital things such as Parent-Teacher Conferences, those services are available. The Parent Coordinator maintains e-mail lists for each grade and sends out information frequently; all families are available through e-mail. In certain cases where there has been a significant language barrier, the Parent Coordinator has facilitated a "translator" who is also added to the e-mail list and who can translate all pertinent information to the family.

We have a very proactive and dynamic PTA which maintains a Class Parent system. Each class has at least 2 Class Parents—the Class Parents also maintain e-mail lists and they send out frequent e-mails that target the specific needs of that class. The Class Parents alert the Parent Coordinator to any family in which they feel a language or other barrier is present and the Parent Coordinator makes individual, concerted efforts to engage the family. The Class Parents make sure that each family in the class is invited to all events (each class does its own "Pot Luck" dinner each fall which provides a wonderful opportunity for all families in the class to socialize and get to know one another) and the Parent Coordinator makes sure that any family with a financial hardship receives complimentary admission to any event.

PS 41 is committed to making every family part of our community.

E. Additional Information

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

Paste response to question here:

School Name: PS 41

School DBN: 02M041

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kelly Shannon	Principal		11/13/13
Michelle Amato	Assistant Principal		11/13/13
Michelle Farinet	Parent Coordinator		11/13/13
Betsy Chairman	ESL Teacher		11/13/13
Susi Nichol	Parent		11/13/13
Amy Taylor/2 nd Grade	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		
Susan Ngai	Coach		11/13/13
	Coach		
Bob Caputo	Guidance Counselor		11/13/13
	Network Leader		11/13/13
Pat Thomas	Other <u>AIS/Testing</u> <u>Coordin</u>		11/13/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M041 School Name: 041

Cluster: _____ Network: 203

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.

The school ensures that all parents are provided with appropriate and timely information in a language they can understand. All families enrolling students into our school complete a home language survey. This provides us with information regarding what languages parents write and speak at home. Michele Farinet, our Parent Coordinator, is in contact with all families to ensure that they receive the necessary translation services. Our guidance counselors also reach out to non-English speaking families to make sure the school is meeting their needs. Families complete the Learning Environment Survey and our own School Leadership Team survey. These surveys inquire and assess how well our school communicates information with all families. Class parent representatives communicate with teachers and families consistently throughout the year. Teachers provide feedback regarding the needs of their students' families so that important documents, notices, and meetings are translated and interpreted.

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.

Although PS 41 has a small population of non-English speaking parents, we found that we have a diverse set of languages present in our building. With an understanding of these findings and needs, structures have been set up to successfully support all families in our school. The school's written translation and oral interpretation needs include translation of notices and documents sent home, and oral translation services during conferences, workshops, and meetings. Based on the findings, translations are provided for families on an individual needs basis. These findings are a result of completed home language surveys, the Learning Environment Survey, School Leadership Survey, and feedback from faculty. Results of these surveys are shared at PTA meetings and posted on bulletin boards on the 1st floor of the building. School Leadership Team members share findings with the larger community as well.

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.

The school provides various written translation services. At the start of the school year, a list is compiled of families who indicate on the DOE's "Preferred Language Form," that they would prefer school correspondence in a language other than English. Documents are translated and provided for them in their home language. They are sent home at the beginning and throughout the school year. Written translations of both school-wide and classroom notices and documents are provided to the necessary families. Information regarding curriculum is also translated for families. Signs are posted in various languages in the front of the building as well. Members of our school staff and parent volunteers provide the necessary written translation services. As a school, we typically have not had to utilize services 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.

The school provides various oral interpretation services to families who are non-English language speaking. Translators are present when parents enroll their students and complete the necessary school enrollment forms. Translators are present during meetings, parent-teacher conferences, and workshops. Our school has established a buddy system with other parents and students who speak the same language. The buddy system provides non-English speaking families with an adult, or in some cases a student, who can support and assist them when communicating with the school. Members of our school staff and parent volunteers provide oral interpretation services.

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>.

Our school has and will continue to fulfill Section VII of Chancellor's Regulations A-663. The school has copies of the Parent Bill of Rights and the Family Guide available in the appropriate languages for parents. Located at the entrance of the school is a sign indicating that interpretation services are provided. The school has a procedure in place for ensuring that important documents are translated and sent home. Interpretation services are provided during business hours. Information regarding parents' preferred language of communication is indicated on the emergency contact card and in ATS.