

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

**School Name:** PS41Q THE CROCHERON SCHOOL

**DBN (i.e. 01M001):** 26Q041

**Principal:** SARI LATTO

**Principal Email:** SLATTO@SCHOOLS.NYC.GOV

**Superintendent:** DANIELLE GIUNTA

**Network Leader:** MARY JO PISACANO

JOANNE JOYNER-WELLS

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Sari Latto	*Principal or Designee	
Deborah Jensen	*UFT Chapter Leader or Designee	
Theoni Kosefas	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Kelly Blanco	Member/ Teacher	
Kimberly D'Angelo	Member/ Parent	
Julie Douveas	Member/ Parent	
Joseph Ferrara	Member/ Assistant Principal	
Helen Kim	Member/ Teacher	
Maria Power Melissa Wood	Member/ Parents	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2015, 80% of students in grades K-5 will move up at least one level, or maintain a level 3 or 4 for each mathematical trait in constructing viable arguments with regard to operations and algebraic thinking or numbers and operations. Levels of performance will be established through the use of the Exemplar rubric.

### 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 past few years it has been a high priority at PS41Q to help children gain the skills necessary to engage in high level mathematical problem solving. We are keenly aware that the common core math shifts require students to solve multi step problems and represent deep understanding in several ways. The Exemplar is a diagnostic tool which determines how well students achieve in specific traits of mathematical problem solving. The problems that students are given are grade appropriate and aligned to the CCLS. The problem solving traits include problem solving (executing a plan), reasoning and proof, communication and representation. After analyzing the September Exemplar that was administered we determined the following statistics for each grade:

#### GRADE K

LEVEL	Problem Solving	Reasoning and Proof	Communication	Representation
1	42%	48%	64%	67%
2	38%	30%	31%	27%
3	20%	21%	4%	59%
4	0%	0%	0%	0%

#### GRADE 1

LEVEL	Problem Solving	Reasoning and Proof	Communication	Representation
1	44%	43%	35%	42%
2	16%	20%	41%	21%
3	37%	35%	19%	35%
4	3%	2%	2%	2%

#### GRADE 2

LEVEL	Problem Solving	Reasoning and Proof	Communication	Representation
1	41%	45%	40%	39%
2	14%	28%	38%	27%
3	37%	17%	16%	27%
4	8%	7%	5%	8%

**GRADE 3**

LEVEL	Problem Solving	Reasoning and Proof	Communication	Representation
1	8%	16%	24%	21%
2	32%	39%	37%	38%
3	52%	40%	39%	40%
4	8%	5%	1%	1%

**GRADE 4**

LEVEL	Problem Solving	Reasoning and Proof	Communication	Representation
1	14%	13%	3%	13%
2	55%	58%	79%	67%
3	29%	25%	15%	18%
4	1%	2%	3%	1%

**GRADE 5**

LEVEL	Problem Solving	Reasoning and Proof	Communication	Representation
1	4%	8%	11%	6%
2	25%	32%	52%%	41%
3	65%	56%	23%	47%
4	5%	3%	2%	3%

Student performance on Exemplars in grades K-5 reveal that the needs evolve from task to task. This informs the instruction that takes place and thus leads to supports that we offer.

**Instructional Strategies/Activities**

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

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

1. Teachers will select and administer math Exemplars that are aligned to the common core standards according to the Envisions units of study.
2. We will offer after school AIS and Acceleration sessions for students in grades K-5 who have been identified.
3. We will offer differentiated and scaffolded support for all ELL and IEP students.
4. We will offer Academic Intervention/RTI during the school day.
5. Acceleration will be provided to students who are excelling at grade level work during the school day.
6. All students will be assessed with performance tasks related to math units of study.

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

1. Classroom teachers and administration
2. Classroom teachers and administration
3. All teachers and administration
4. AIS teachers and administration
5. Enrichment teachers and administration
6. Classroom teachers and administration

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

1. Math exemplars will be used to assess student understanding. The Exemplar rubric will be utilized to establish performance levels in each mathematical trait; Problem Solving, Reasoning and Proof, Communication, Connections, and Representation.
2. Evidence of high achievement or below grade level performance on Math Exemplars, classroom tests and informal teacher conferences during class will inform decisions.
3. IEP goals, Math Exemplars, classroom tests and informal teacher conferences during class will inform decisions.
4. Classroom assessments, informal teacher conferences, and teacher collected data will be used to identify students who are at risk.
5. Classroom assessments, informal teacher conferences, and teacher collected data will be used to identify students who excel.
6. Common Core aligned Envisions rubric which is based on a scale of 1-3.

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

1. Assessments will be given monthly from September 2014-June 2015.
2. For AIS, the program will run from Oct. 2014-Dec. 2014 and from Feb. 2015-April 2015. For acceleration, the program will run in January 2015 and again from May-June 2015.
3. September 2014-June 2015
4. September 2014-June 2015. Groups of students will change as needed.
5. September 2014-June 2015.
6. September 2014-June 2015

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

1. Teachers will meet during Tuesday afternoon Teacher Team sessions to select, plan, examine and grade Exemplars.
2. Fair Student Funding will be used to provide per session money to compensate teachers. The AIS program will run for 16 weeks, October 15, 2014- December 18, 2014 and February 4, 2015 – April 2, 2015. The acceleration program will run for 10 weeks, January 7, 2015-January 29, 2015 and May 6, 2015- to June 11, 2015. Twenty classroom teachers will provide the service for the AIS program and eighteen teachers will provide the service for the acceleration program.
3. RTI strategies and various intervention strategies will be utilized.
4. Teachers will provide accelerated activities in line with the units of study.
5. School will purchase enrichment materials called Mentoring Mathematical Minds and 5<sup>th</sup> grade students participate in the Continental Math League competition.
6. All students will be assessed with performance based activities.

**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 Coordinator will attend PTA meetings to share information and answer questions from parents.
- Parent Coordinator is available to answer parents' questions and concerns at all times, by e-mail, text, and phone or in person.
- Parents will sign math assessments on a regular basis to work with teachers in tracking their child's growth.
- Parents will be invited to math night workshops and test sophistication workshops.
- PTA will support the school in supplementing the curriculum with programs that support the creative and emotional growth of students.
- PTA will purchase test sophistication books for all students in grades 3-5 to prepare for the NYS Math test
- PTA hosts a website that provides updated and relevant information to PS41 families that is not provided on the DOE website.
- School will provide pamphlets for parents such as ways to help child with math problem solving.

**Budget and Resource Alignment**

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

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



## Goal and Action Plan #2

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

### Annual Goal #2

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

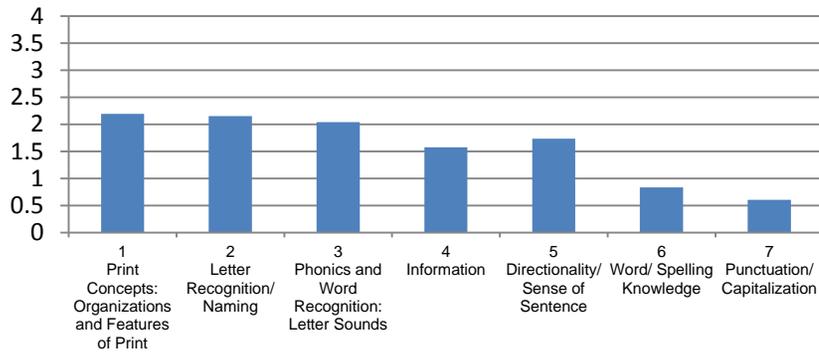
By June 2015 80% of students in K-5 will move up at least one level or maintain a level 3 or 4 in each trait noted in the rubric provided for the NYC Performance Tasks. Students will create a written response or a written opinion based on informational texts.

### Comprehensive Needs Assessment

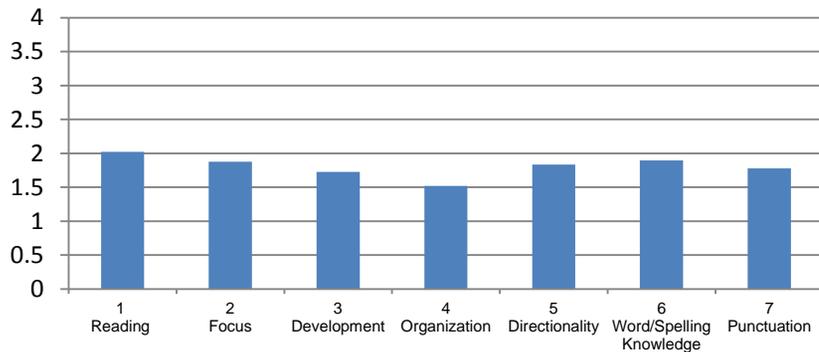
Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The new common core learning standards place significant emphasis on children using evidence to inform or make an argument in writing. We noted through the years that although students are learning to write well developed essays, it has become increasingly essential that writing includes the requisites of strong focus, structure, development and conventions. Writing needs to be deeply connected to multiple texts and students need to refer back to these texts when writing. The data below shows our average grade level performance in each trait as noted in the September 2014 writing task.

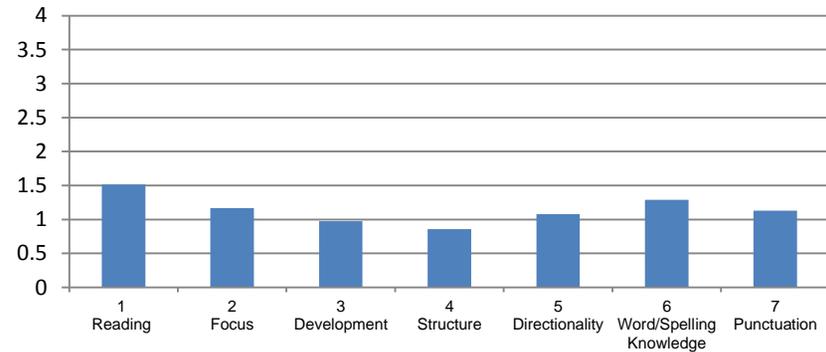
#### GRADE K



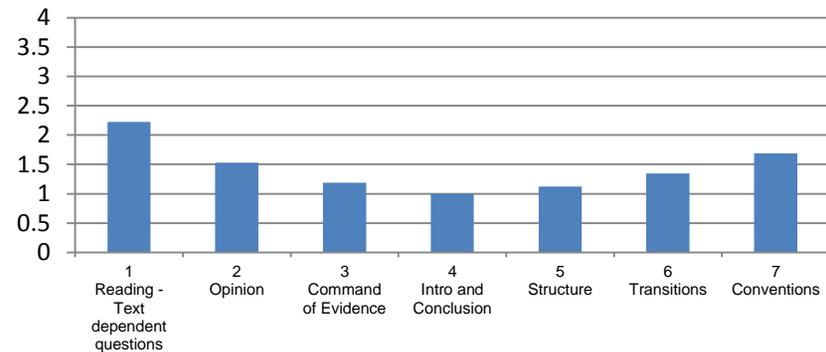
#### GRADE 2

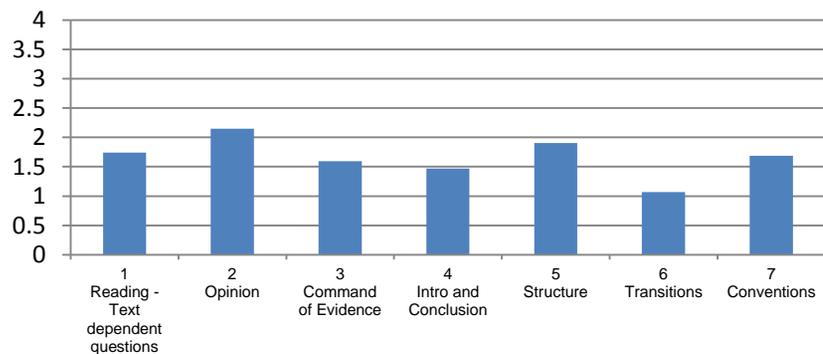
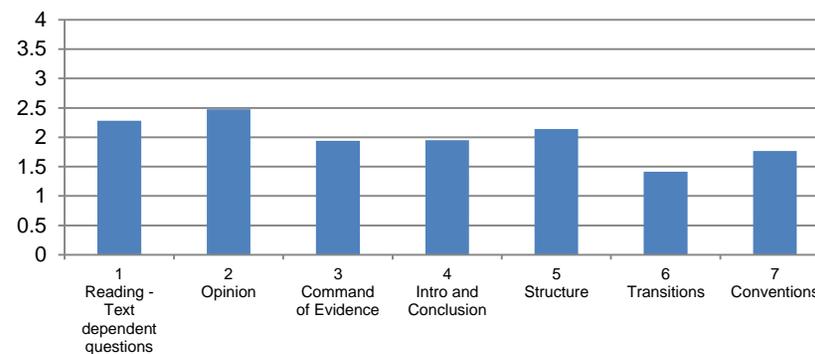


#### GRADE 1



#### GRADE 3



**GRADE 4****GRADE 5*****Instructional Strategies/Activities***

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

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

1. Teachers will select and administer writing tasks that are in line with the units of study as related to the ReadyGEN program.
2. All classroom teachers will administer Schoolnet baseline writing assessments. Grades K-2 will be informational writing. Grades 3-5 will be opinion writing. The final task will be given in May 2015.
3. We will offer differentiated and scaffolded support for all ELL and IEP students during writing instruction. We will also offer an after school Title III program for our ELL students.
4. Teachers will utilize thinking maps to help students organize their thoughts before writing.
5. We will incorporate the TCRWP writing units of study as they relate to informational and opinion writing.

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

1. Classroom teachers and administration
2. Classroom teachers and administration
3. ELL and Special Education Teachers and administration
4. All teachers and administration
5. Classroom teachers and administration

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

1. Writing tasks will be used to assess student understanding. Common core aligned rubrics will be used to determine student proficiency in writing traits.
2. Teachers will be provided with detailed Excel spreadsheets that identify performance in key writing traits. Teachers will utilize this baseline data to inform instruction and levels of support through each writing unit as the year progresses.
3. IEP Goals, informal teacher conferences during class writing time and assessing written assignments according to common core aligned rubrics will determine need.
4. Thinking maps will be analyzed with all students to determine the need for modifications.
5. Writing units will be modified and written pieces will be graded according to the NYC Performance Task rubric.

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

1. Assessments will be given periodically throughout the year
2. September 2014-May 2015
3. September 2014-June 2015
4. September 2014-June 2015
5. September 2014-June 2015

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

1. Teachers will meet during team meetings and common planning periods to select, plan and examine writing tasks and student work.
2. Schoolnet baseline assessment administered in September 2014 and final assessment administered and graded in May 2015.
3. The structure of assignments will be differentiated to allow for multiple entry points.

4. We are providing Think Maps training to ensure that every classroom teacher in the school will be trained. Substitutes are hired using per diem funds. Thinking Maps binders were purchased for teachers.
5. TCRWP writing units were purchased for every classroom

**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 Coordinator will attend PTA meetings to share information and answer questions from parents.
- Parent Coordinator is available to answer parents' questions and concerns at all times, by e-mail, text, and phone or in person.
- Teachers will intermittently send home writing samples so that parents may track the development of their child's writing skills.
- Parents will be invited to literacy night workshops and test sophistication workshops.
- School will provide pamphlets for parents on topics such as Ways to Help Children with Informational Writing and Organizing Their Thoughts.
- Teachers and administrators will offer a workshop to parents on how we create and use Thinking Maps in order to organize and clarify thoughts.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Citywide Expectations, FSF for per diem, PTA support, NYSTL funds											

### 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, 80% of students in K-5 will make at least one year of progress on the TCRWP benchmarks for reading levels

#### 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.

After conducting an analysis of student reading levels, based on TCRWP running records, it was determined that while most students have shown an increase in their reading levels there are still some students who do not quite make a one year gain from the previous year. This remains a high priority at P.S. 41 Q. The chart below details student performance on the September running records that were administered to determine independent reading levels. *\*K does not appear here as the number of students who are reading independently in September is low and thus not statistically valid.*

September 2014 Teacher's College Reading Level Data by Grade

	Level 1	Level 2	Level 3	Level 4
Grade 1	10%	15%	40%	36%
Grade 2	11%	18%	45%	25%
Grade 3	8%	14%	28%	49%
Grade 4	4%	17%	32%	47%
Grade 5	9%	15%	11%	65%

#### Instructional Strategies/Activities

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

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

1. Teachers will formally assess student reading levels in grades K-5, five times a year. They are assessed more frequently as needed.
2. We will offer an after school AIS program for students in grades K-5.
3. We will offer an after school acceleration program for students who are at the high end of their grade appropriate TCRWP continuum.
4. We will offer differentiated and scaffolded support for all ELL/IEP students. We will also offer an after school Title III program for our ELL students.
5. We will offer academic intervention/RTI literacy support during the school day for students who are below or approaching grade level standards in literacy. We also offer opportunities for acceleration during the school day for students at the high end of the grade appropriate TCRWP continuum.
6. K-5 students who struggle with decoding will be offered support with the Great Leaps program or the Recipe for Reading program.

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

1. Classroom teachers, AIS teachers and support teachers and administration
2. Classroom teachers and administration
3. Classroom teachers and administration
4. ESL teachers and Special Education teachers and administration
5. AIS and acceleration teachers and administration
6. Paraprofessionals (Great Leaps). Special Education Teachers (Recipe for Reading) and administration

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

1. Teachers will use TCRWP running records levels A-Z
2. Evidence of below grade level performance on TCRWP assessments, writing samples and ReadyGEN performance based assessments will be used to determine who may be at risk.
3. Evidence of level 4 and above performance on TCRWP assessments, writing samples and ReadyGEN performance based assessments will be used to determine

who may benefit from acceleration.

4. NYSITEL results, TCRWP levels, NYSESLAT results and IEP goals will inform decisions.
5. Assessments and data that will be used include: Foundations tests, writing samples, performance results from the TCRWP assessments, and ReadyGEN performance based assessments.
6. Student progress in Great Leaps is noted by mastery of probes {skills} along a continuum. Students' progress in Recipe for Reading in decoding skills will determine pace of lessons.

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

1. Assessments will be completed for each student by September 2014, November 2014, January 2015, March 2015, June 2015
2. The program will run from October 2014-December 2014 and February 2015 – April 2015.
3. The program will run in January 2015 and May-June 2015
4. September 2014-June 2015
5. September 2014-June 2015
6. October 2014-June 2015

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

1. Substitute teachers will be provided to free up teachers so that they are available to assess children
2. Fair student funding will be used to provide per session money. The AIS program will run for 16 weeks, October 15, 2014- December 18, 2014 and February 4, 2015 – April 2, 2015. Twenty classroom teachers will provide the service for the AIS program.
3. Fair student funding will be used to provide per session money. The acceleration program will run for 10 weeks, January 7, 2015-January 29, 2015 and May 6, 2015- to June 11, 2015. Eighteen teachers will provide the service for the acceleration program.
4. Fair student funding, SE transitional funding, Citywide Expectation and Title III funding will be used to compensate Special Ed Teachers and ESL Teachers
5. Fair student funding will be used to compensate full and part time AIS/Acceleration teachers
6. Fair student funding will be used to purchase the Great Leaps binders and materials for each paraprofessional to use with designated students. The Recipe for Reading program will be purchased for the IEP teacher to use with designated 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 Coordinator will attend PTA meetings to share information and answer questions from parents.
- Parent Coordinator is available to answer parents' questions and concerns at all times, by e-mail, text, and phone or in person.
- Parents will sign reading logs on a regular basis to work with teachers in tracking their child's reading.
- Kindergarten parents are invited to the class to read aloud as Mystery readers.
- Parents will be invited to literacy night workshops and test sophistication workshops.
- Parents will be notified in writing of students' reading levels, five times a year, after the TCRWP assessments take place.
- PTA will support the school in supplementing the curriculum with programs that support the academic and emotional growth of students.
- PTA will purchase test sophistication books for all students in grades 3-5 to prepare for the NYS ELA test.

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

Citywide Expectations, SE Transitional Funding, PTA support

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

## Academic Intervention Services (AIS)

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

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	ReadyGEN intervention strategies, close reading, interactive writing, Foundations, RTI, Words Their Way, differentiation, scaffolding	Small group instruction and one-to-one instruction	During the school day, after school AIS sessions and after school test sophistication
<b>Mathematics</b>	Envisions Math interventions, GoMath interventions, revisiting computation strategies, breaking down word problems into smaller components	Small group instruction and one-to-one instruction	During the school day, after school AIS sessions and after school test sophistication
<b>Science</b>	Supporting students as they record observations, science vocabulary study, repeating labs that weren't understood	Small group instruction and one-to-one instruction	During the school day
<b>Social Studies</b>	Reviewing social studies topics and concepts, using thinking maps to clarify ideas, clarifying textbook features, referring to the newly released 2014 Social Studies Scope and Sequence.	Small group instruction and one-to-one instruction	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Banana Splits (for children of divorce), as-needed counseling for crisis	Small group instruction and one-to-one instruction	During the school day

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

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

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

**Title I Status**

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

**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.

**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).

**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.).

**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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 1<sup>st</sup> 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.

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

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

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

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

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

### Part A: School Information

Name of School: The Crocheron School

DBN: 26Q041

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy

Total # of ELLs to be served: 35

Grades to be served by this program (check all that apply):

K     1     2     3     4     5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The PS41 Title III program is open to all English Language Learners in grades K-5 in order to help them meet the Common Core Learning Standards for English as a Second Language, Math and English Language Arts. All ELL students will be invited to participate in an after school program. The program will be held two afternoons per week using English as the only language of instruction. K-2 students will be invited on Wednesdays from 2:20-4:20 PM and 3-5 students will be invited to participate on Thursdays from 2:20-4:20 PM. The program will run from November 12th through May 28th. During February and March, students in the program who are required to take the NYS tests (ELA, Math, NYSESLAT) will receive focused instruction that best prepares them to meet the rigor of these exams. Students will be instructed by one licensed ESL Teacher using scaffolding techniques such as: modeling, bridging, contextualization, schema building, meta cognitive development, text deconstruction and text representation. The teacher will employ a wide range of techniques and strategies consistent with successful english language acquisition. Thinking maps, graphic organizers, lists, charts and consistent structure will help aid children in their forward growth. Students will also be provided with access to the Rosetta Stone website where they will engage in high level language building activities. Students will not only have access at school, but at home as well. In this way, the connection between home and school is supported. At PS41 we offer a range of technology that is consistent with college and career readiness skills such as Smartboards, laptops and iPads. These will be regularly available for student use. Children will work in partnerships when applicable to help improve their skills in reading, writing, speaking and listening. Lessons will target both content and English language objectives.

**Part C: Professional Development**

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

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

Begin description here: Our ESL teacher who is providing Title III instruction will engage in planning sessions on Monday and Tuesday afternoons with teacher teams. The teams meet from 3:00 to 3:35 PM on Tuesday and occasionally from 2:20- 3:40 on Mondays. During this time the teacher will plan and organize, unit plans, specific lessons, and activities around the wide range of needs that the students

### Part C: Professional Development

have. The teacher will review student work, classroom assessments and writing samples, in addition to analyzing data generated by classroom tests and TCRWP assessments. The ESL teacher will also engage in conversations with classroom teachers so that she is consistent and up-to-date with the most current information around student needs during grade-specific common preparation periods. The ESL teacher will participate in network PD offerings around best practices for ELL students. The ESL teacher will also plan and facilitate professional development for classroom and cluster teachers. In this forum, the teacher will explain and model skills and strategies that best help to support ELL students in mastering the English language. The teacher will also explain the types of activities that are being worked on in pull-out ESL periods and after school to provide communication and consistency with teachers. The principal will arrange for at least one Monday professional learning session to be used for this purpose (2:20-3:40PM).

### Part D: Parental Engagement Activities

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

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

Begin description here: In an effort to engage the maximum number of ELL parents we can, we will be offering three parents workshops this year. Each workshop will be facilitated by our ESL teacher, and translated into either Spanish, Chinese or Korean which are our primary foreign languages in need of communication in a language other than English. We will hire translators from the NYCDOE translation unit to help facilitate the workshops. Workshops will serve to support parents of ELL students and provide them with ways in which they may support their children at home. Workshops will last for 90 minutes. Workshops will include information and activities related to "Understanding School Culture and Procedures", "Suggestions and Techniques for working with your child in Speaking, Listening, Reading and Writing" and "Information on what standards must be met in order to pass the NYSESLAT." Workshops will be held in January on three successive weeks; January 6, 2015 will be for Spanish speaking parents, January 13, 2015 for Korean speaking parents and January 20, 2015 for Chinese speaking parents. Documents that need to be translated will be done through the translation unit and through in-house teachers and paraprofessionals that speak necessary languages. Parents will also be invited into the school for a celebration that recognizes the achievements that students have made this year. When necessary, bilingual teachers and paraprofessionals in the building will serve to make phone calls to parents so that important information is communicated at a rate consistent with our English speaking families.

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$4738.92 per session teacher \$2272.55 per session admin.	Teacher will work 43 days X 2 hours = 86 hours of direct instruction. Teacher will hold 3 parent nights x2 hours each totalling 6 per session hrs. Admin will supervise from 3:20-4:20 because there are no other programs in place at that time. 43 days X 1 hour=43 hours.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$454.53	Microphone headphones to use with Rosetta Stone, pens, pencils, paper.
Educational Software (Object Code 199)	\$3024	Rosetta Stone software for 29 students in grade 1-5 at the rate of \$104.25 per child
Travel	_____	_____
Other	\$250 Food and \$460 for translators	Parent meeting requiring translation into Korean, Chinese and Spanish
<b>TOTAL</b>	\$11200	_____

**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 <b>26</b>	Borough <b>Queens</b>	School Number <b>041</b>
School Name <b>Crocheron School</b>		

### 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 <b>Sari Latto</b>	Assistant Principal <b>Joseph Ferrara</b>
Coach <b>Florence Zaccharia</b>	Coach <b>Janice Chew</b>
ESL Teacher <b>Maria D'Amelio</b>	Guidance Counselor <b>Marisa Wolf</b>
Teacher/Subject Area <b>Diane DiBlasi</b>	Parent <b>Julie Douveas</b>
Teacher/Subject Area <b>Karen Loeb</b>	Parent Coordinator <b>Mary Bow</b>
Related Service Provider <b>Caren Cheng</b>	Other
Network Leader(Only if working with the LAP team) <b>MaryJo Pisacano</b>	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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>561</b>	Total number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>5.70%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	3
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	31	0	3	1	0	1	0	0	0	32

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		
<b>Total</b>	<b>31</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

**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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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	5	2	2	1	3									13
Chinese	7	2	1	0	1									11
Russian														0
Bengali														0
Urdu	1													1
Arabic														0
Haitian														0
French														0
Korean	2	0	0	1	1									4
Punjabi														0
Polish														0
Albanian														0
Other	1	1				1								3
<b>TOTAL</b>	<b>16</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>32</b>						

## 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)	4	0	1	2	2	0								9
Intermediate(I)	2	1	0	0	2	1								6
Advanced (A)	10	4	2	0	1	0								17
Total	<b>16</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>32</b>						

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 At P.S. 41Q, our school uses TCRWP to assess the early literacy skills of our ELL's. In addition, this school year P.S. 41Q is using ReadyGEN, a common core aligned reading program to further support students acquisition of reading and vocabulary skills. Previously, the ESL teacher has noted that students gain the ability to decode, through our Foundation's Program, however, their

comprehension skills remain weak, due to a lack of vocabulary foundation. It is our hope that ReadyGEN will promote growth in specified areas of deficit for our ESL students.

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

In Kindergarten forty-one students were tested with the LAB-R, fifteen qualified for our ESL program. Nine of these students are at an Advanced level, two are at an Intermediate level and four are Beginners. One kindergarten student is at an Advanced level, but is repeating the grade, as per parent request. On the 2013 spring NYSESLAT, eight Kindergarten students, seven of whom are now in 1st grade took the test. Two students are now English Proficient. Of the five remaining students, all are at Advanced levels, except one who is at an Intermediate level.

In 1st grade, there were three new admits to be tested with the LAB-R. Two of these students tested at a Proficient level and one was placed at an Advanced level, but was transferred to another school as a result of a cap on class size. On the 2013 spring NYSESLAT, six 1st grade students, who are now in 2nd grade took the test. Two of these students scored Proficient, two students scored at an Advanced level and one of these students scored at a Beginner level.

In 2nd grade, one student was tested scoring Proficient Level on the LAB-R. On the 2013 spring NYSESLAT there was one students who took the NYSESLAT and scored at a Beginner level.

In 3rd grade, one student was tested with the LAB-R and scored at the Beginner Level. On the 2013 spring NYSESLAT, a total of four students took the test. Two students scored at an Intermediate level, one at an Advanced level and one at a Beginner level.

In 4th grade, there were no new admits to be tested using the LAB-R. On the 2013 spring NYSESLAT, two student were tested and one scored at a Beginner level, while the second scored at an Intermediate level. The Beginner student was identified as having difficulties beyond language acquisition. He was discussed at the Pupil Personnel Team meeting and was deemed eligible for further evaluation by the School Based Support Team. The results of this evaluation found that he was a candidate for an ICT classroom setting, which is now his current placement. He was retained as per parent request.

In 5th grade, there were no new students to be tested in LAB-R. However, three students were given the spring 2013 NYSESLAT and their scores have migrated to their middle schools. One student scored at a Beginner level, one student scored at an Advanced level, and one student scored at a Proficient level.

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](#))

The patterns across the NYSESLAT modalities were consistent throughout the grades and levels. Students consistently performed lowest in Reading. This analysis will drive our instructional decisions by focusing our lessons on reading strategies and skills such as: retelling facts and details, identifying the main idea, sequencing, language and vocabulary, analyzing character, plot, setting, recognizing cause and effect, fact and opinion, drawing conclusions, inferring meaning from context, point of view and purpose, and prior knowledge. Our whole school goal is to give each student access to texts of increasing complexity by We will stress the use of contextual clues when retelling stories and answering complex questions which is a goal for the whole school.

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?

A) The exam taken throughout the school year in a student's native language is the math state assessment in grades 3-5 and science assessment in grade 4 in Chinese and Spanish. For all other languages, we use translators if needed. The results of this assessment yielded that scores were not significantly higher than when tested in English.

B) At lunch meetings throughout the school year, the ESL teacher is given an opportunity to speak to the school leadership and teachers. These meetings help the teacher assess the progress and plan for the needs of our ELLs.

C) Our school also holds Articulation Conferences between ESL teachers and Classroom teachers to see how our ELLs are progressing by using ELL Periodic Assessments and classroom work. Using these Periodic Assessments we can target the students' weaknesses and strengths and use this information for our planning.

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](#).)

ELL students are periodically assessed to ensure that their instructional programs are promoting growth and success. During monthly school meetings, the Pupil Personnel Team speaks about the progress and needs of both special education and ELL students. If progress is not seen, the team works collaboratively to alter the instructional program, so that the student may gain more from it, and as a result, show more growth. The team also periodically evaluates instructional programs to see that they properly fit the needs of our ELL students, our ELL program and our state standards. In order to reduce the rate of referrals, a system has been implemented that allows the school staff to properly screen students before an official referral is made. Participants in this process include, administration, the classroom teacher, our school psychologist, and our ELL teacher. In addition to these methods, our school as a whole works diligently

to provide numerous educational opportunities for our linguistically and culturally diverse populations.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
ESL teacher and classroom teachers engage in periodic discussions regarding ELL student's progress and plan for short term goals accordingly.
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?At P.S. 41 we use a Freestanding ESL program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate our ELLs by analyzing the results of the ELA, Math, Science, and NYS assessments. TCRWP Assessment Pro, Envisions, ReadyGEN Performance Based Assessment and Unit Tests, as well as ongoing classroom assessments and the results of the ELL Periodic Assessments. The success of our ELL program is determined by the outcome of these assessments and the results of the NYSESLAT exam.

## 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](#).)  
When new students enter P.S. 41 Q, parents/guardians are given a Home Language Identification Survey (HLIS) to complete with the assistance of a pedagogue and an informal oral interview in English is given by the ESL teacher, Maria D'Amelio. When necessary, an interpreter is provided for the parent in their native language. This is completed within 10 school days of the registration. Based on the responses of the HLIS, the student is given the LAB-R. The students who took the NYSESLAT the previous spring, and are still eligible for ESL instruction, are grouped according to grade and level of proficiency. The Spanish LAB is administered by a Spanish speaking pedagogue.
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.  
Parents attend an initial orientation during which a DVD titled: Orientation Video for Parents of Newly Enrolled English Language Learners is shown describing the options and programs available. Interpreters are provided along with the video being presented in various languages. Parents are offered a choice of Transitional Bilingual, Dual Language and Freestanding ESL. We review the parent survey first and if any parents opt for Transitional Bilingual or Dual Language we contact [ELLProgramTransfer@schools.nyc.gov](mailto:ELLProgramTransfer@schools.nyc.gov) to assist them. Currently there are no parents that opted for anything other than freestanding ESL and all ELL's remained in our school. This is all completed within a timeline of 10 days, beginning from the first calendar day of registration at school.
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 [\[see tool kit\]](#).)  
At the beginning of the school year letters are sent to parents in their home language. Non Entitlement letters are sent to those who have passed out of the ESL program. Continued Entitlement letters are sent to those students who have not mastered proficiency level. For new eligible students, Entitlement Letters, Parent Surveys and Program Selection forms are sent home, and then returned to the school. If not returned in a timely fashion, the ESL teacher repeatedly tries to contact the parent/guardian with the help of school aides and paras. All letters go into the student's cumulative folder and a copy remains in the general office.
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.  
Once a student has been identified as an ELL, we place that student in a heterogeneous grouping based on grade level. This

enables the student to work with other ELL students, as well as the ESL teacher, in a small group that focuses on various levels and entry points of English language learning. Their core educational program is considered during placement so that the ESL teacher can align her program to the core academic programs taking place in the classroom. In this way no ELL students are missing core subjects or content. To this end, the ESL teacher can address both core content areas and specific, tailored ESL strategies. Once students are placed, parents are notified of their child's placement in the program in their native language, through a written letter. Interpreters are also utilized to communicate placement and keep an open line of communication throughout the school year in regards to the ELL student's progress.

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.

The ESL teacher analyzes the four components of the New York State English as a Second Language Achievement Test and breaks them down to appropriately schedule her ELL students for testing administration. Each modality is administered within the testing time frame. At first, the ESL teacher administers the speaking section one-on-one with each student at his/her grade level. The second part to be administered is the listening component of the exam. Students are taken to a separate location with minimal distractions and given the appropriate grade level exam. During this component students listen to a CD and answer questions accordingly. Reading is the third component administered. During this component, students are taken to a separate location with minimal distractions, and given the appropriate grade level exam. During this component, students are reading and answering questions independently. Finally, students take the writing portion of the test in which they answer multiple choice questions about the conventions of writing and compose short responses and an essay. Students are also taken to a separate location with minimal distractions, and given the appropriate grade level exam. When students are absent, they are given a make up session within the testing 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. [①](#)

After reviewing the Parent Survey and Program Selection forms over the past few years, it indicates that the parents at P.S. 41Q have requested our English as a Second Language (ESL) Program. This trend has been consistent and continues for the 2013-2014 school year. Our program is aligned with parental request, as parental choice and options are always respected and fulfilled as per guidelines. Included in this orientation is an explanation of the State Standards and how we align our instruction according to these standards. We also explain to the parents the new assessments and present a general overview of the ESL Program. This meeting is held in mid September and repeated throughout the school year as needed. This is an ongoing process for new incoming students. In addition, there are opportunities for ELL parents to visit our school, confer with staff, and attend Parent Workshops. Throughout the school year, letters are sent home in the native language of the family and interpreters are provided for Parent/Teacher Conferences and many meetings held at school.

## 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])?
    - a. At P.S.41Q, we use a Free Standing ESL Pull-Out with occasional Push-In instruction. All students are taught in English. Most students have successfully moved through the program within two to three years and have proven to achieve the standards set for all students.
    - b. The students are grouped by grade heterogeneously for targeted areas of instruction. They participate in small group task oriented activities that guide the production of academic language in Math, Science, and Social Studies.
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)?

In our school we service ELLs according to state regulations. Beginning and Intermediate Level ELLs receive 360 minutes of instruction weekly. Advanced Level ELLs receive 180 minutes of instruction weekly. Our ESL strategies are infused into content instruction. ESL methodology and instructional strategies are used to provide academic subject instruction to ELLs in achieving the state designated level of English Proficiency for the grade. Our expectations for our ELLs are to meet and exceed State and City standards.
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.

Ongoing assessment strategies are used to determine progress. Our lessons are designed to meet the standards with varying entry points based on students' needs. Content area instruction is supported by instructional materials, which are aligned to Common Core State Standards. These materials include Scott Foreman Language Development Program that includes a text and activity book according to levels. Longman's Picture Dictionary includes songs and chants by Carolyn Graham. Another program that we use is the Oxford Picture Dictionary for Kids and for the Content Areas. This program has a workbook, content readings, content chants, worksheets, cassettes, and word and picture cards. We also use Mondo's, Let's Talk About It which uses charts with colorful pictures to help students learn how to interpret the ideas of others as they read text. Students then begin to join in with the shared reading and begin to self correct to maintain accurate meaningful comprehension. Readers Theater is used for all levels and age groups. It enhances vocabulary and develops fluency and expression by practicing text at an appropriate reading level. Our new Common Core Learning Standards Literacy Program called ReadyGEN for grades K-5 exposes students to complex texts with close reads and strong academic vocabulary. Additionally, we offer several web-based opportunities that address individual needs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students are given the NYS Math and Science assessment in their native language. When the exam is not available in their native language, we provide translators. The Lab-R is administered in Spanish as well as English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students are assessed using the LAB-R and NYSESLAT, which test them in the four modalities of Listening, Speaking, Reading and Writing. Throughout the school year the ESL teacher and classroom teachers incorporate audio clips, CD recordings and read aloud passages to address listening skills. Students are required to respond during lessons using both verbal and written responses to higher level thinking questions. These responses are closely monitored to track progress. During the school year, students are immersed in the reading of age and grade appropriate texts from classroom libraries, TCRWP assessments and ReadyGEN complex text selections.
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).

a. Although we do not have any SIFE or LTE students enrolled in our school at this time, if one should register we would provide scaffolded instruction as well as intervention in all main subjects; literacy, math social studies and science. This might occur during extended day, during the school day in a pull-out program or during an after school test sophistication program after school.

b. Newcomers to the school are put into the appropriate level according to the LAB-R results. They are helped to assimilate to our English program through the use of picture cards, picture dictionaries along with CD's and corresponding workbooks, chants, books on tape, basic phonics (regardless of the grade), and TPR (Total Physical Response) techniques.

c. Specialized instructional programs are designed to meet the individual needs of students who will receive ELL service for 4-6 years. Classroom curricula are modified in a smaller ESL classroom setting in order to reach our ELL students more efficiently. We are currently using ReadyGEN's scaffolding strategies and vocabulary routines to enhance the learning and understanding of vocabulary in complex. Our ESL teacher uses many visual models and strategies in order to bridge connections between English and the students native language and to elicit a deeper understanding of the curriculum. Summer school support is offered as well.

d. We do not have any long-term ELL's at the present time.

e. The present and former ELL students receive the appropriate test accommodations on all formal state tests, as well as, informal classroom tests. Former ELL students receive this accommodation for two years. The students are tested in a separate location, directions are read three times, and they receive time in a half. When the state provides the exam in the students' native language, it is given to them. Glossaries are also provided to all ELL students. In addition, we provide students with RTI and literacy and/or math if necessary.

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?

Our school has two ELL-SWD students. One of these students is placed in a specialized program for autistic youngsters (Horizon Program). This program uses many specialized strategies that provide access to academic content areas, as well as to accelerate English language development. In addition to ELL services, this student participates in daily speech sessions to address conversational skills and pragmatics. Our other ELL student is placed in an ICT class that provides a highly structured classroom environment with the support of two teachers at all times. In this class, academic tasks are broken down into their barest components to be made more accessible for the student. Both students are provided access to the academic content using scaffolding strategies, differentiation, accommodations and tailored learning strategies that fit their individual needs as set forth by the Individualized Education Plans.

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

The needs of Special Education ELL children are met according to their IEP. At our school, ELL's can receive additional support services i.e. Resource Room, Occupational Therapy, Speech and Language, Physical Therapy, and School Guidance Counselors. They also receive RTI instruction in ELA and Math during the day, as well as, before and after school.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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


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

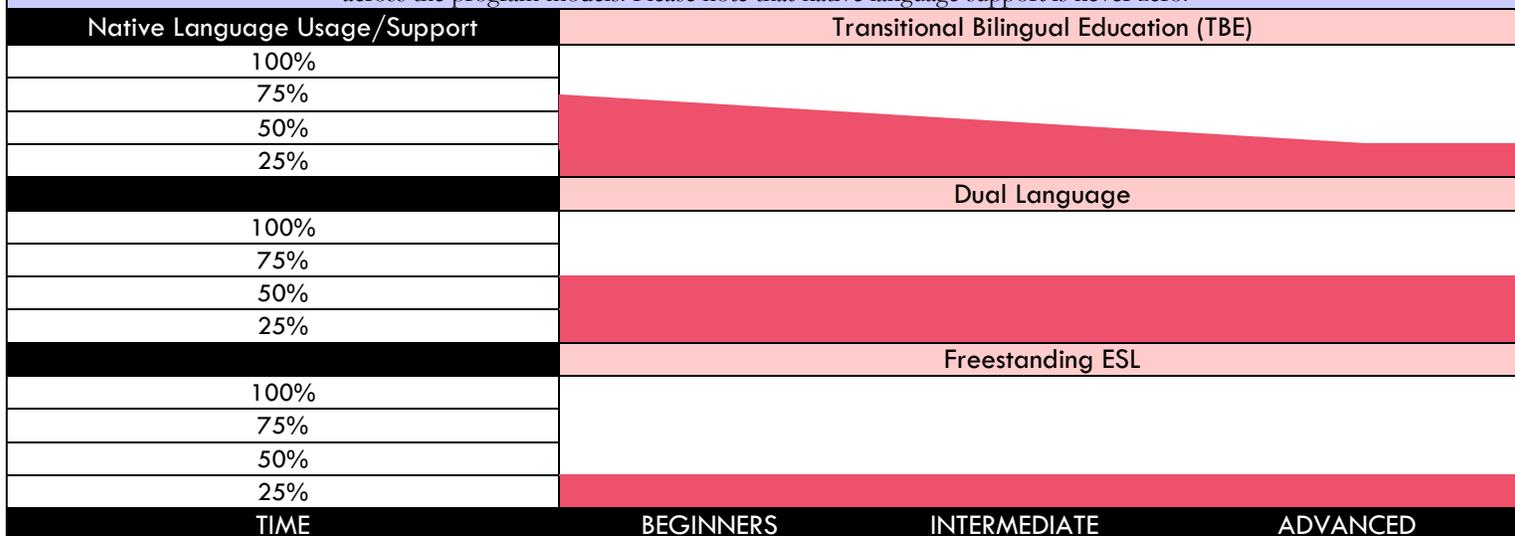
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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
<b>FOR TBE /DL PROGRAMS:</b> 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.
- Targeted intervention for ELL's consists of receiving additional help in the form of RTI instruction, both during the day, during the extended day, and in the after school programs in math and reading. During this time they are working with teachers using the Envisions Math Program, the ReadyGEN Literacy Program, as working on tasks to improve their writing skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The plan for continuing transitional support (two years) for ELL's reaching proficiency on the NYSESLAT is by continuing targeted instruction with the aforementioned materials. In addition we use Getting Ready for the NYSESLAT by Attanasio and Associates which addresses the four modalities; listening, speaking, reading, and writing. Our newest endeavor is to utilize the Pearson ReadyGEN Program, which is fully aligned to the Common Core Learning Standards. This program stresses the use of complex text, close reading, and academic language.
11. What new programs or improvements will be considered for the upcoming school year?
- On-going programs that have been implemented for the school year are Isabel Beck's Elements of Reading for Vocabulary grades K-5, Dramatic Arts Program for Young Audiences, American Ballroom Theater for grade 5, Breakfast with Books, International Night, Science Fair, Band and Chorus, Basketball team grades 4 and 5, and CIA (Crocheron Interest Academy). Another focus for our ELL's, as well as, the whole school is the DOE Literacy and Math Tasks. In literacy, our students are expected to respond to informational texts. In math, our students are expected to create viable argument for solutions in math problems.
12. What programs/services for ELLs will be discontinued and why?
- We will discontinue Longman's, Spin, as the ESL teacher feels it has become outdated.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL's are afforded equal access to the Self-Sustaining Program, which include Sports Variety, Storybook Art, Lego Club, Computer Activities, ELA and Math Preparatory Workshops, Dance, Arts and Crafts, and Needlepoint. In addition, they have equal access to our enrichment clusters, which is a an hour long weekly program that offers all students an opportunity to engage in interest group for enrichment. These groups include activities, such as, dancing and choreography, cartography (mapmaking), Rainbow Looming, cartooning, an environmental club, a digital photography club, a spontaneous painting class, a build a bear workshop, an exercise club, a cooking club, collaging, drawing and sketching, and Italian and Spanish language clubs. All ELL's participate in Ballroom Dancing, all school trips, our Dramatic Arts Program, and our PTA International Night. They are also eligible for student of the month.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support ELLs include Curriculum Associates for Primary Grades, which is a series of books with rhyme and repetition that includes things to talk about and things to do. We also use, Celebration Press, Words Their Way which helps children practice weekly words with daily activities. In grades K-1, the Foundations phonics program is used to build a foundation for reading and writing and is supported with multi-modality activities. Saddleback Educational Publishers Basic English Grammar provides basic instruction in the eight parts of speech as well as the standard patterns of english sentences. In addition to these programs, we use the books and materials previously mentioned in part 3, Programming and Scheduling Information.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in our ESL program model by encouraging students to express themselves through writing in their native language, sharing books and CDs in their native language and incorporating diversity and celebrating all cultures.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our school supports ELL's ages and grade levels with required services by placing them in groups that are chronologically appropriate in order to align their ESL program with the standards and curricula for their grade. In addition, the resources used by the ESL teacher are leveled by grade and used where appropriate to the students current academic level.
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.
- Activities for ELL's who enroll throughout the school year include providing ELL students with the Oxford Picture Dictionary which helps give them a basic vocabulary as well as a grade appropriate Dolch sight word list.
18. What language electives are offered to ELLs?
- In our enrichment clusters, students can choose to participate in Italian or Spanish courses.
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)?

There is no Dual Language program at P.S. 41Q at this time.

### 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. ELL teachers are trained along with all staff with many strategies that relate to ELLs and SWD.
  2. The topics include learning to pace ourselves through ReadyGEN, norming the baseline literacy tasks, grading the tasks as they relate to ELLs and SWD. We also focus on the Danielson Teacher Effectiveness rubrics, especially as it relates to teaching ELLs and SWD.
  3. The most effective method of gathering and organizing ideas is through Thinking Maps, in which teachers have been trained. We will also conduct articulation meetings with each teacher of our ELL population. In addition, we will discuss strategies for how best to expose ELL's to academic language in order to support their learning. We will also discuss how to assist ELL's as they transition from Elementary to Middle School. Our school arranges tours to the prospective middle schools for our fifth grade students upon graduation. Fifth grade teachers are taught strategies to help support ELLs as they transition to middle school.
  4. The required 7.5 hours of ELL professional development (and 10 hours for Special Educators) is collectively provided during our weekly lunch hour as well as during our weekly Inquiry Team meetings. The ESL provides ELL strategies for teachers to use that have been proven to support ELLS's as they learn new skills . The ELL Teacher also shares strategies with the teachers that she learns from workshops that she attends. Records of these hours are kep on file.

## D. Parental Involvement

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

1. At P.S. 41 parent involvement is encouraged throughout the school year. Our Parent Coordinator offers tours to incoming families. She also offers to introduce new non-English speaking parents to bilingual parents in our community. This often occurs during PTA meetings as well. Parents are encouraged to come to our PTA meetings via Student of the Month certificates. We provide written translations for our non-English speaking parents with information regarding special events in the school and school community. Oral translations are provided as well. During parent teacher conferences, interpreters are offered to all non-English speaking parents. P.S. 41 PTA manages a website which contains pertinent information for all parents. PTA newsletter is distributed 4-5 times per year to families to inform them of the various activities that take place at our school. During our International Festival our ELL parents are involved with cooking foods from their native countries, wearing their native costumes, and choreographing songs and dances from their culture. P.S. 41 encourages ELL parents to participate in Community Based Organizations workshops. All notifications of workshops are distributed in parents native languages.

2. We partner with American Ballroom Theatre (Dancing Classrooms) to provide ballroom dancing lessons to all fifth grade students, including ELLs.

3. The needs of ELL parents are evaluated through ongoing communication with our Parent Coordinator and ESL teacher by addressing their concerns and their needs. Needs are also noted from School Environmental Survey. We also have a communication notebook that travels back and forth from school to home to enable teacher and parent to communicate with each other. When necessary, we utilize the DOE call center or bilingual teachers to serve as translators. Throughout the school year letters are sent home in the native language of the family to inform them of any events or meetings taking place at our school.

4. The academic needs of parents are addressed through Meet the Teacher Night in September, math and reading workshops, parent/student Breakfast with Books sessions and parent read a louds. The social needs are addressed through International Night, Halloween Party, Thanksgiving Feast, Night of Giving (presents made and distributed to hospitalized children,) Holiday Sale, Annual School Dinner Dance and field trips throughout the year.

## 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:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sari Latto	Principal		11/12/13
Joseph Ferrara	Assistant Principal		11/12/13
Mary Bow	Parent Coordinator		11/12/13
Maria D'Amelio	ESL Teacher		11/12/13
Julie Douveas	Parent		11/12/13
Diane DiBlasi	Teacher/Subject Area		11/12/13
Karen Loeb	Teacher/Subject Area		11/12/13
Florence Zaccaria	Coach		11/12/13
Janice Chew	Coach		11/12/13
Marisa Wolf	Guidance Counselor		11/12/13
MaryJo Pisacano	Network Leader		11/12/13
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 26Q041 School Name: PS 41Q

Cluster: 2 Network: 205

**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**

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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.

There are interview conferences conducted by pedagogues as every ELL student arrives to register. Parent's primary language is not noted and entered in ATS. The home language survey is given in the native language and interpreter assists if needed. Interpreters are provided in school when possible or over the phone with Translation and Interpretation Unit.

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.

We reviewed the ATS RPOB report and identified families that need memos and letters translated in their native language. We have noted that we need the following number of letters and memos translated: 65 in Chinese, 55 in Korean and 30 in Spanish. We've shared this information during SLT meetings, PTA meetings and staff conferences. Letters written in English are sent to the Translation department and returned to us in Chinese, Korean and Spanish. These letters are distributed to the identified families.

For the past seven years, since we were able to take advantage of the interpretation allocation, we have found a marked improvement in communication during Parent-Teacher conferences. After the conferences, more progress was noted for children whose parents don't speak English than in the past. Translated notices were responded to in greater numbers than before.

During the Parent-Teacher conferences we send letters to all parents whose primary language was not English. The letter was translated into the parents native language. When requested, an interpreter was provided. During the Parent-Teacher conferences, we had requests for 16 Korean interpretations, 18 Chinese interpretations and 8 Spanish interpretations.

## Part B: Strategies and Activities

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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.

Important notices will be translated by DOE translators. Notices need a two week turn around time. There is no cost for this service. Notices will be translated into Korean, Chinese, Spanish and Urdu.

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.

At times, interpretation will be provided by parents, staff members or teachers when possible. At all other times, we will use the Translation and Interpretation Unit's free phone service. During Parent-Teacher conferences and some IEP conferences we will use LIS Interpretation.

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>.

A notice will be sent out in the beginning of the year informing parents of the right to have conferences interpreted for them in their native language as well as to have important notices translated for them. They will also be informed that they will be receiving notification of important meetings in their native language. Our parent coordinator will help arrange these services.