



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PS 41 , THE NEW DORP SCHOOL

DBN (i.e. 01M001): 31R041

Principal: ELISE FELDMAN

Principal Email: EFELDMA2@SCHOOLS.NYC.GOV

Superintendent: MR. ANTHONY LODICO

Network Leader: GREG BOWEN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Elise Feldman	*Principal or Designee	
Mary-Ann Cornacchio	*UFT Chapter Leader or Designee	
Maria Lombardi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Roxanne Neary	Member/ parent	
Alexandra Brown	Member/ parent	
Renata Ahmed	Member/ parent	
Diane Colombo	Member/ Parent	
Jacqueline Fileccia	Member/ Teacher	
Jennifer Fulton	Member/ Teacher	
Gina Ocasio	Member/ Teacher	
Bill Farrell	Member/ custodian	
Melissa Martino	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

- By June 2015, there will be a 5% increase in the percentage of all students in grades 3-5 achieving level 3 and 4 on the NYS ELA Assessment as compared to 2014 NYS ELA Assessment (35.7% to 40.7%).

Comprehensive Needs Assessment

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

Based on the results of the 2014 NYS Assessment in ELA for grades 3-5, the percentage of all students achieving levels 3 and 4 was 35.7%. Compared to the results from 2013, there was an increase of 4% for students achieving levels 3 and 4. We would like to continue this trend by further increasing the percentage of students meeting and or exceeding standards as measured by the NYS ELA Assessments.

Instructional Strategies/Activities

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

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

1. Increase independent reading time
2. RTI 2 periods per week as a push in model for 50 minutes a session with a small group of level 1 students
3. Close reading 3 times per week all grades
4. Infuse TC reading and writing units
5. Use of Tier 2 and 3 words
6. Increase writing time and writing across curriculum areas using on demand writing throughout the unit of study and as a pre and post assessment
7. Aligning ELL and IEP instructional models to the NYS Assessments during the school day and afterschool Title III program for grades kg-5

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

1. All teachers will implement the 6 shifts in ELA as supported by the coach, UFT Teacher center PD and professional learning opportunities on Mondays at PS 41
2. Clusters and the coach push-in to classes to provide RTI
3. Assistant Principal will provide mentoring and support to facilitators of TC units of study
4. Classroom teachers will increase independent reading time
5. All clusters will increase their writing time as students can reflect and explain on what they learned
6. All clusters will include vocabulary development within their content area
7. All Sp. Ed. Teachers and ELL /Dual language teachers will focus instruction on the language standards

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

1. Unit tests, PBA, rich tasks and TCRWP Reading assessments are collected and evaluated throughout the year, quarterly
2. RTI will be monitored by TCRWP assessments and teacher conference notes
3. Student portfolios'- a collection of student work samples in reading and writing
4. Collection and analysis of data collected from unit tests, and pre and post assessments
5. Analysis of TCRWP running records for MSV
6. Observations using the Danielson Rubric
7. Progress reports for IEP's and ELL students will be collected and reviewed

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

1. September 2014-June 2015

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

1. Programming, scheduling and facilitating professional learning for teachers and paraprofessionals in the district, in NYC, with the CFN and at PS 41
2. Programming weekly RTI periods on Tuesdays through Thursdays period 3 with the coach and clusters as programmed and scheduled
3. Programming grade level planning time within the school day
4. Program inter visitations
5. Schedule observations using the Danielson Rubric
6. Organizing and implementing Title III afterschool program for grades kg-5 to enhance ELA core curriculum

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).

Increase the number of participants at parent workshops on the CCSS and the 6 shifts in ELA.

Parents invited to Chat With The Principal

Parents attend PTC

Parents attend classroom activities

Parent meetings during Tuesday's meetings

Parents attend extended PTCs

Parents attend Title 111 program sessions for family literacy each month from November through April in order to support continuous learning at home.

Budget and Resource Alignment

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

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

UFT Teacher center support, CFN support and Councilman Matteo funding

Goal and Action Plan #2

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

Annual Goal #2

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

- By June 2015, there will be a 7% increase in the percentage of students in grades 3-5 achieving level 3 and 4 on the NYS Mathematics Assessment as compared to the 2014 NYS Math Assessment (46.4 % to 53%)

Comprehensive Needs Assessment

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

Based on the results from the 2014 NYS Assessment in Mathematics for grades 3-5, the percentage of students achieving level 3 and 4 increased 6% from 2013 results. We would like to continue this trend by further increasing the percentage of students meeting and or exceeding standards as measured by NYS Math Assessment.

Instructional Strategies/Activities

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

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

1. Increase independent writing time in mathematics- reflections and explanations
2. RTI 1 period per week as a push in model for 50 minutes a session with a small group of level 1 students will be provided by the cluster teachers and coach
3. Infuse TC reading and writing units strategies and skills into mathematics instruction
4. Use of Tier 2 and 3 words
5. Show the solution in two ways
6. Using exemplars and HOT questions in Go Math

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

1. All teachers will implement the 6 shifts in mathematics as supported by the coach, UFT Teacher center PD and professional learning opportunities on Mondays at PS 41
2. Clusters and the coach push-in to classes to provide RTI 1 period per week for 50 minutes
3. Tier 2 and 3 words will be supported while the students write reflections and explanations
4. Exemplars for differentiated instruction
5. Go Math reteach and show what you know
6. Entry slips and do now

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

1. PBAs, rich tasks and exemplars will be collected and evaluated throughout the year- quarterly and then reviewed by a team of teachers during team meetings
2. Data collection of Go Math baseline and benchmarks assessments
3. Student portfolios'- a collect of student work samples in mathematics
4. Collection and analysis of data collected from unit tests, and pre and post assessments
5. Conferences with students
6. Collection of entry slips and exit slips

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

5. September 2014-June 2015

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

1. Programming, scheduling and facilitating professional learning for teachers and paraprofessionals in the district, in NYC, with the CFN and at PS 41
2. Weekly one period on Thursdays period 3 with the coach and clusters as programmed and scheduled
3. Go math curriculum- HOT Questions and exemplars
4. Use of Think central
5. Smart board interactive lessons
6. Math word wall

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).

Increase the number of parent workshops on the CCSS and the 6 shifts.

Parents invited to Chat With The Principal
Parents attend PTC
Parent attend extended PTC
Tuesdays afterschool parent involvement activities and classroom activities

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

- To support the mandated Citywide Instructional Expectations for 2014-2015, by June 2015, there will be an increase of parental involvement opportunities and activities, events, extracurricular activities and services as measured by the School Learning Environment Survey from 87.9% to 94.9% as reported in the Metric Targets for 2014-2015 for School Environment/School Survey, School Culture in the School Quality Guide.

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 reviewing the metric targets for 2014-2015 for School Environment/School Survey, School Culture PS 41 is in the approaching target range for parents being invited to school for events, as reported in School Environment of the School Quality Guide 2013-2014

Instructional Strategies/Activities

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

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

1. Instructional Parent meetings in the morning and evening
2. Parent/guardian meetings by grade band- pre-kg, kg-2 and 3-5
3. Continue monthly Chat with the Principal
4. Provide Title III parent literacy meetings
5. Continue Student of the Month and Citizen of the Month celebrations at PTA meetings
6. Provide 2 concerts and art expos
7. Provide classroom events such as writing celebration and for classroom activities
8. Parents are invited to class performances
9. Additional parent meetings on Tuesday afternoons as provided in the UFT Contract
10. Celebration three times a year for Honor Roll, Merit Roll and Rising Star Students

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

1. Administrators
2. ELA/Math Coach
3. Music Teacher
4. Art Teacher
5. Pre-kg Social Worker
6. ESL teacher
7. Title III teachers
8. All classroom teachers
9. Parent Coordinator
10. Paraprofessionals organizing events and activities

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

1. Collect parent sign-in sheets for each event
2. Collection of flyers for parent events
3. Use of the school messenger service and the number of phone calls made and received
4. Colorful advertisements and flyers
5. Monitor attendance at events
6. Giveaways to participants
7. Monitor percentage of students with homework completed
8. Monitor percentage of students on Honor Roll, Merit Roll
9. Monitor percentage of 100% attendance
10. Monitor progress on unit tests

4. Timeline for implementation and completion including start and end dates
5. September 2014-June 2015
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Title 111 program 2. Scheduling workshops and events for mornings and evening, 3. Per session for the coach and teachers 4. Agendas sent home 5. School messenger service 6. Flyers 7. Letter home to parents 8. Using the PS 41 web site 9. PTA Newsletter and bulletin board 10. Information placed in students homework

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).
 Parents will be invited to attend workshops, meet and greet, and classroom celebrations

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015 the special population of students including those with IEPs and ELLs there will be an increase of level 3 and 4 students from June 2014 of 3 students to June 2015 6 students as documented by the NYS ELA Assessment on the tested/not tested report.

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 reviewing the NYS ELA Assessments scores on the tested/not tested Confirmation Report there are only 3 students altogether in grades 3-5 who scored level 3 and 4.

Instructional Strategies/Activities

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

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

- 1) ESL pull-out services focused on vocabulary and juicy sentences, use of compelling and complex texts, close reading activities, alignment of content area instruction by CCSS by grade
- 2) Title 111 after school program instruction centered around the language standards, use of compelling and complex texts, close reading activities
- 3) ELA instruction will include gestures and visuals (TPR)
- 4) Title 111 services will provide NYS Assessment like questions and passages
- 5) Use of PARCC and Engage NY materials
- 6) Use of Tier 2 and 3 words

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

1. All Dual language teachers,
2. Teachers of ELLs,
3. ESL teacher,
4. Sp. Ed. teachers,
5. IEP Teacher,
6. Speech Teachers, SETSS, Title III teachers

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

1. Collection of writing tasks
2. Monitoring TCRWP assessments September, November, January, March and June
3. Progress reports for ELL students November, March and June and progress reports for IEPs
4. Annual review IEP goals
5. NYSESLAT scores June 2015
6. School net Scores on benchmark assessments in December 2014 and February 2015

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

1. September 2014-June 2015

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

6. Scheduling of ESL instruction within the school day for 180 minutes or 360 minutes per student need
7. Guided reading books
8. Trade books in science and social studies,
9. MINDPLAY and MYON an online reading programs

Strategies to Increase Parental Involvement

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

Title III service has a monthly parent literacy component,

PS 41 School website with important information, use of interpretation services, Tuesday outreach to parents, JCC parent ELL program 2 mornings at PS 41.

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	2 periods per week...first grade 8 students, second grade 12 students, third grade 3 students, fourth grade 13 students, fifth grade 22students. Guided reading, close reading and strategy lessons	Push-in Small groups, 1:1,,	During the school day on Tuesday and Wednesday period 2 for 50 minutes each day and 25 minutes each session. No more than 10 students Gen. ed. and 5 students Sp. Ed. Per. group RTI is imbedded into the school schedule
Mathematics	1 period per week...first grade 8 students, second grade 12, third grade 3, fourth grade 13, fifth grade 22, using the practice standards, reteach using think central, go math reteach and DI.	Push-in Small group , 1:1,	During the school day on Thursdays period 2 for 50 minutes each day and 25 minutes each session. No more than 10 students Gen. ed. and 5 students Sp. Ed. Per. Group. RTI is imbedded into the school schedule
Science	In class support for level 1 students in science	Small group instruction and 1:1 conferences	During science instruction by the science cluster
Social Studies	In classroom support by the classroom teacher	Small group instruction and 1:1 conferences	During social studies instruction by the classroom teacher(s)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social skills- anti violence, anti-bullying, and socialization= 8 students	Small group, 1:1,	At lunch, in a separate location

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers are hired by the hiring committee. Each resume is reviewed to ensure each candidate is highly qualified. Therefore all our teachers are highly qualified and do not need official PD or support. However, during the school day the coach and instructional leads per grade and achievement coaches from our CFN are used to provide the necessary support to align instruction to the CCSS, QR rubric, the 6 shifts in ELA and Math and the Danielson's Rubric.

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).
10% of the title 1 funds are used to fund the coach who provides on-going professional development instructional support, during Inquiry team and for parents

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The guidance counselor, SIMH and SAT works together to provide assistance and support to students and families using school funds and community organizations to ensure all students and their families have access to all programs available.

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.).
At PS 41, the Pre K teachers participate in all in-house PD. They work alongside teachers in grades K-5 to share best practices and ensure coherence across grades. Parents are invited to attend both grade specific as well as school-wide parent workshops and events. We have created an articulation form that follows the student from Pre-K through 5 th Grade to ensure the sharing of accurate data. Parents and the children are invited to orientation in May and in August to transition from pre-kindergarten to kindergarten. The Pre-kg Family Worker works with students and their families to transition from home to school.

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.
Decisions regarding the use and selection of assessment and measures take place after discussions at various teacher team meetings. Teachers who are present at the meeting share their opinions and bring back information to their grade colleagues for further consideration. Grade specific professional development is provided during the school day regarding the most efficient use of assessment data to improve instruction. Data is copied and distributed to the teachers so that together they can analyze the data to look for trends within classrooms and grades. When these trends are identified, targeted intervention is planned.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. 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 that aims to strengthen the connection between the school and its families and thereby strengthen student achievement. A key component of this policy is a Parent Involvement Policy (PIP) to regularly inform and actively involve parents in planning and decision-making regarding the education of their children. Parents are encouraged to actively participate on the School Leadership Team and Parent Teacher Association, and Title I Parent Committee as volunteers and as welcomed members of our school community. Our school will support its students' parents and families by:

- providing materials and training to help parents work with their children to meet Common Core State Standards (CCSS);
- providing parents with the information and training needed to assist them 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 when available in a language that they 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 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 Parent Involvement Policy, parent members of the school's Parent Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed 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 Parent Involvement Policy and School-Parent Compact;
- engage parents in discussions 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 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 aligned with the Common Core Learning Standards and assessments; 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, the Common Core State Standards, student proficiency levels, performance on the State Tests, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed and when possible;

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

- holding an annual Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Team, Parent Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- hosting events to support parent leadership in education for their children;
- encouraging more parents to become 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 as a means of delivering regular written communication between parents and teachers.

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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.

IV. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

V. 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;

VI. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$230,151.24	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$132,008.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,406,662.00	X	See action plan

**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 31	Borough Staten Island	School Number 041
School Name The New Dorp School		

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

Principal Elise Feldman	Assistant Principal Adele Carbonella
Coach type here	Coach type here
ESL Teacher Julie Nygren	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	666	Total number of ELLs	56	ELLs as share of total student population (%)	8.41%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	8	5	0	0	0	0	0	0	0	0	0	0	0	13
Freestanding ESL														
Pull-out	15	7	7	8	5	1	0	0	0	0	0	0	0	43
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	23	12	7	8	5	1	0	56						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	5	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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	12	0	2	0	0	0	0	0	0	12
ESL	39	0	4	5	0	2	0	0	0	44

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	51	0	6	5	0	2	0	0	0	56
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
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	8	17																	8	17
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	8	17	0	8	17															

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	13								13	0
Arabic	1								1	0
SELECT ONE									0	0
TOTAL	14	0	14	0						

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	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	10	5	5	4	1	0	0	0	0	0	0	0	0	25
Chinese	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Russian	4	1	2	0	0	1	0	0	0	0	0	0	0	8
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Arabic	3	2	0	2	0	0	0	0	0	0	0	0	0	7
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Albanian	1	2	0	3	0	0	0	0	0	0	0	0	0	6
Other	1	1	0	0	2	0	0	0	0	0	0	0	0	4
TOTAL	23	12	7	9	4	1	0	56						

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)	18	0	0	1	1									20
Intermediate(I)	0	1	0	1	2									4
Advanced (A)	5	11	7	6	2	1								32
Total	23	12	7	8	5	1	0	56						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	5	0	1		
8									

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS41 uses running records from TCRWP, and all data is stored and accessible online at TC Assessment Pro. In our Dual Language program, the ELLs are also assessed for early literacy skills using Estrellita. Most of our ELLs are approaching or at grade level in early literacy skills. The input from this data has been used to establish RTI groups for all ELLs reading below grade level and will

continue to be used moving forward to structure our RTI program and extended day.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our LAB-R: data reveals the overwhelming majority of our beginners are in Kindergarten. The NYSESLAT data demonstrates that the majority of students who were first enrolled at PS41 are moving to advanced and proficient after 2-3 years of service.

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](#))

All assessments drive differentiated instruction and UDL. All teachers of ELL's use all observations - both formal and informal to guide instruction and assessments. Danielson's Framework Domain 1 will focus on ELL students as teachers plan for and use ESL strategies as provided to PS 41 by Q-Tel, Maryann Cuccharia, PD in reading and math, 6 shifts and Domians 2 and 3 from the danieslson Framework. All teachers use grammar and language development skills including word choice and grammar throughout the day in all literacy instruction.

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

Our Dual Language(DL) program is in its infancy stage, so it is difficult to discern the proficiency patterns between ESL and DL. In our ESL program, the Kindergarten ELLs tend to become designated Beginning ELLs according to the LAB-R and to progress rapidly up the proficiency levels each grade according to the NYSESLAT. Many ELLs exit by 2nd grade with a few of our most struggling students continuing into grades 3-5. The ELLs at lower profciency levels in the higher grades have often been newcomers. The correlation between native language literacy and proficiency in English is strongly evident, as those students who enter the school system later and proficient in their native language are advancing quickly up the proficiency levels in English. Our newcomer ELLs are always provided a translated test if available and an interpreter if the test is unavailable. Native language assistance proves to be a useful scaffold when the native language literacy is strong. The ESL teacher encourages the use and continuation of native language. We were not using the ELL Periodic Assessment up until this time, but we will begin administering them again in school year 2013-2014.

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

Our schoolwide RTI plan began with reviewing the 2012 Progress Reports, 2013 NYS Assessment results, individual student report cards and TC Running Record reading levels in order to establish initial groups. All level 1 and 2 ELLs are in an RTI group. After every six-ten weeks the ELLs are re-evaluated using running records, and instruction is adjusted accordingly.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ELLs are primarily grouped into one class per grade during the admission process and during articulation in June. As such, the ESL teacher can familiarize the classroom teacher with the ELLs differentiated needs in order to assist with instructional decisions. The focus of the class highlights language development. The staff at PS41 has been receiveing and will continue to receive curricular support in developing academic language, as the entire school participates in professional development with Maryann Cucchiara. Her work on deconstructing juicy sentences from complex text is directly targeted towards ELLs and struggling learners. It is now a part of the the curriculum in all classrooms. In addition to these instrucional moves, ELLs who are literate in their native language are encouraged to use bilingual dictionaries and glossaries. These teachers have also been trained and will continued to be trained on the 6 shifts, UDL and Differentiated instruction.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Our English-proficient students (EPs) are assesed using the Estrellita program. This is a Spanish-language phonics program which assesses phonics and word syllabification.

The EPs in our DL program are in the developing stage of Spanish language acquisition. The first grade EPs are expressing themselves in simple phrases and sentences, while the Kindergarten EPs are on the word and phrasal level.

At this time our Dual Language program includes only grades one and two; therefore, we do not have EPs from our DL program that have participated on State and City Assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use the NYSESLAT Data each year as well as the results of the TCRWP assessments, the NYS Assessments, and all informal and formal data . We analyse and organize our data for all students and our ELL's. and look at progress over time not only AYP but yearly classroom standards by CCSS.

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](#).)

During the intake process parents are provided by the Pupil accounting Secretary, Joanne Waglione, with the Home Language Identification Survey (HLIS) in their native languages, which are made available by the NYCDOE. Our Spanish/English speaking trained pedagogues, Ms. Nygren, ESL Teacher/Coordinator, and Mrs. Lombardi, Dual Language kgTeacher and Mrs. Romero, Dual language grade 1 teacher, are available to conduct an interview with the new students and their families. If other interpretation is needed, we currently have Albanian and Arabic speaking personnel on hand to assist. When an interpreter is not available, we may use the services of the NYCDOE's Translation and Interpretation Unit. Once the HLISs are reviewed and LABR eligibility is determined, the student is administered the LABR by Julie Nygren, ESL Teacher. If the cut score is not attained, the parents invited to view the video and brochure in their native language, which explains the three program models for ELLs. The Parent Survey and Program Selection forms are completed on the spot. All entitlement letters in native language are subsequently distributed. This entire process takes place within 10 days of enrollment. During this time any ELL whose home language is Spanish is also administered the Spanish LAB to determine in which language s/he is predominantly literate. In addition, entitlement letters for continuing ELLs are also sent out in native language at this time.
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.

Mrs. Julie Nygren provides the orientation for all parents of newly enrolled ELL's. There are several guidelines in place to ensure that parents understand all three program choices. All parents of newly enrolled ELLs view the Parent Orientation video in their native language within 10 days of enrollment. The three program options--namely, Transitional Bilingual, Dual Language, and Freestanding ESL, are presented with clarity and objectivity. Parents have ample opportunity to ask questions after the video is shown. If parents are unable to attend this orientation, subsequent invitations to view the video follow. Every effort is made to have parents attend a video presentation. In extreme cases, a phone interview may be necessary to explain the Program Selection form and the Parent Survey. Contact does not cease until every attempt has been made to collect and place all forms in the compliance binder which is stored in the ESL room. We are aware and communicate to families that the default parental choice is Transitional Bilingual Education (TBE).Parents can observe our Spanish Dual language programs in grades kg and 1.Mrs. Julie Nygren gives an overview of her ESL program.
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 [\[see tool kit\]](#).)

Continued Entitlement letters are sent out the first days of school as the ESL teacher checks the ATS report RLAT. Those students who are designated new ELLs as per the LABR take home the Placement and Entitlement letters within the first 10 days of school. All letters are stored in the compliance binder in the ESL classroom. As mentioned above, every effort is made to show parents the Parent Orientation video. At that time, the ESL teacher assists parents by answering any questions they may have with the Program Selection and Parent Survey forms. Once collected, originals are returned to the students' cumulative records, and copies are stored in a compliance binder located in the ESL room.
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.

In addition to the mandated procedures described above, we are pleased to offer our DL Program to parents of ELLs and EPs

even before the parent orientation process. Currently, we are in our second year of DL with one Kindergarten and one First Grade DL class. For the last two years, we had an outreach to pre-K parents during the spring semester. Our procedure is to notify the parents of students in our pre-K by sending out letters in both English and Spanish. Parents are invited to two bi-lingual orientation sessions--namely, one in the am and one in the pm. At that time, interested parents can come and learn about our Spanish/English DL program. Parents have an opportunity to ask questions in both languages. Interested parents enroll their children in the program. Our program is filled to capacity, and we have a waitlist for families wishing to enroll their children. Most parents interested in the DL program have expressed their interest before LABR testing. However, after the initial LABR testing in the fall, the ESL teacher checks the parent surveys to see if any additional students may be candidates for the DL program. After LABR testing, and within 20 days, the ELPC screen in ATS is updated with parent choice.

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.

Given that our ELL population is under 10 percent, we are able to mobilize the staff necessary for administration. The ESL teacher works with the assistance of the Special Ed Coordinator and the ELA and Math coach to ensure that all subtests are administered according to the NYSED's instructions and regulations. This past year the ELA and Math coach administered and scored the Speaking portion of the NYSESLAT while the ESL teacher was present. The remaining components of Listening, Reading, and Writing, were given in that order all within the time frame mandated by NYS.

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. 

Our program offerings are currently in alignment with parental choice. With a cross-section of languages in our community, ESL remains to be the most viable option; however, more parents are choosing DL. We are in our second year of the implementation of our Spanish/English Dual Language program. We have had 15 or more parents with Spanish as a native language across two contiguous grades. We do not have those numbers in another language. In K/1 we have five Russian-speaking parents, two Albanian-speaking parents, two Polish-speaking parents, one Arabic, and one Chinese who requested a bilingual program. A checklist is kept in our Compliance Binder to accurately track the parents' choices. All parents regardless of language who prefer a bilingual program are also clearly informed about their right to send their child to a bilingual program at another school if available. At this time, no parent has chosen to send his or her child to an alternate bilingual program.

The ESL teacher checks admission and discharge reports weekly to ensure that ELL's who started out at another school receive prompt ESL service upon arrival at our 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])?

In ESL the organizational model is primarily pull-out instruction. In Kindergarten, the ESL teacher engages in collaborative and pull-out ESL in an effort to effectively align instruction. In Grades 1-5 ESL follows a pull-out instructional model.

The Program Models vary by grade. In Kindergarten and First it is mostly homogenous. Grade 2 is in a graded homogeneous pull-out grouping. Grades 3-5 are together as an ungraded, heterogenous pull-out grouping. The majority of ELLs in that group are advanced. There is an additional group of ESL instruction for the beginner and intermediate ELLs in those grades to ensure their full 360 minutes of ESL instruction.

In our Kindergarten and First Grade Spanish Dual Language program the ELLs are self-contained for all instruction.

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)?

The majority of our ELLs receive their ESL instruction within our ESL program, except for our ELLs who are in the DL program

Our staff has insured that all ELLs are meeting their mandated number of instructional minutes as per CRPart 154. This year with a majority of newcomers in Kindergarten, the ESL teacher pulls out the Kindergarten ELLs into the ESL classroom as well as pushes into one Kindergarten for a total of 360 minutes per week. First and Second Grade ELLs are pulled-out for their 180 mandated minutes of Advanced instruction according to their NYSESLAT scores, except for two Beginning 1st Gr. ELLs who receive an additional 180 minutes as part of a newcomer/beginner's group. Grades 3-5 are together as part of an advanced group receiving 180 minutes of mandated ESL instruction. There is an additional 180 minutes of pull-out ESL instruction for the beginner and intermediate ELLs.

In our Kindergarten and 1st Grade DL Program, all Beginning, Intermediate, and Advanced ELLs students receive their mandated ESL and ELA support during three 90 minute and two 55 minute literacy blocks within the rollercoaster model on Monday through Friday. Their NLA unit occurs within one 30-minute and three 50-minute sessions on Mon, Tues, Thurs, and Fri.

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

In our Kindergarten and 1st Grade DL Program, the content is delivered both in English and Spanish through a 50/50 rollercoaster model. Within the ESL program, the ESL teacher creates her language goals as they connect to content-based CCSS aligned units of instruction in science and social studies. Both within the ESL and DL programs as well as throughout our classrooms, content is made comprehensible through methods such as but not limited to visuals, TPR, UDL, gesturing, and differentiation. Our curriculum across the school is aligned to CCSSs with an emphasis on the Six shifts in ELA and Math. In any classroom, word walls with Tiered vocabulary, pictures and examples are evident. Furthermore, we are all engaged in the deconstruction of juicy language as we continue to learn about how to scaffold complex text for ELLs and all learners.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
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).

We currently have no SIFE students. If a SIFE student enrolls at our school moving forward, an assessment of literacy needs and skills would be conducted in both English and the native language where feasible. Once needs are determined their oral language would be encouraged using QTEL strategies that effectively accommodate students at all proficiency levels. We would incorporate the SIFE's native languages and prior knowledge, and include scaffolds such as visuals, graphic organizers, experiential learning, TPR and role-playing carefully differentiating the content, process, and product. We also have many bilingual books and curriculum materials in our library as well as content-area books written at lower levels and without diluted information.

For newcomers, the ESL teacher works in small focused groups providing specific scaffolds. During writing this could include using graphic organizers, role playing, and rehearsing orally before writing. They may also be partnered with more advanced students who act as interpreters to check comprehension. All newcomers are encouraged to write in their native language in order to convey meaning. During reading instruction, the student may partner read and use talking prompts to develop oral language and strengthen comprehension. Reading in the native language is always encouraged and employed when there is literacy in the L1. Students are engaged through content area read alouds around planned units of instruction. They also use talking prompts and sentence frames during small group work, engage in QTEL activities that incorporate learners at all proficiency levels in all four modalities, and participate in the deconstruction of "juicy" language to encourage their academic vocabulary, and critical thinking about how language works. This work directs them to read closely and comprehend more advanced academic language within complex text as indicated by the CCSS.

ELLs in years 4-6 are participating in content-based language lessons in ESL with differentiated tasks. Furthermore, they are participating in RTI groups throughout the school. They are also involved in the deconstruction and tiered vocabulary work occurring across the school. At PS41 we recognize the importance of having the whole school engaged in teaching the ELLs. Everyone is focused on developing vocabulary and language, interactive learning, metacognitive strategies and explicit instruction.

At present we do not have long-term ELLs. However, for ELLs in the upper grades who could potentially be long-term ELLs, we have certain models of good instruction in place. In addition to many of the reading and writing strategies that have been described, we would strive towards ways to increase motivation and engagement. In addition all students reading below grade level are participating in RTI groups throughout the school year. Currently, these groups meet for six-week cycles. At the end of a cycle, the students are re-evaluated and updated with compatible reading skills and strategies. If necessary they will be assigned to another group which corresponds to their level and needs. Long-term ELLs would participate in this intervention.

Our Former ELLs are programmed with classrooms containing ELL students. The teachers of these classes get support from the ESL teacher as needed. In addition, as previously mentioned, all teachers are engaged in best practices such as text deconstruction, tiered vocabulary, and UDL, to name a few. All students below grade level are participating in RTI schoolwide and extended day programming. Our testing coordinator is aware of the testing accommodations for FELLs for two years after passing the NYSESLAT.

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

The ESL teacher plans her language development lessons around academic content using both the CCSSs and the NYS Scope and Sequence for Science and Social Studies. Grade level trade books that correspond to the content area are the basis of instruction. UDL techniques are implemented to provide access while differentiated tasks provide the means of achieving the learning objectives. Across the school we are implementing the ReadyGen curriculum as of September 2013. Although we recognize that this is a curriculum selected by the NYCDOE, all teachers including those who teach ELL-SWDs, plan carefully with instructional strategies such as UDL and differentiation to ensure that we are meeting the rigor of the CCSS. We are also engaged in rigorous mathematics PD through Metamorphosis founded by Lucy West and in collaboration with Antonia Cameron. To paraphrase their approach, it is to focus on the instructional mathematical core in order to inspire all teachers to uplift the entire school community. Our ELL SWDs are additionally monitored as needed at the monthly PPT meetings, so that more tiered intervention can be put into place as necessary.

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?

SWD-ELLs are always placed in the least restrictive academic setting which allows them to best achieve their IEP goals. Decisions

are carefully and collaboratively attained through PPT and IEP Team meetings. Instruction is modified to meet their learning styles in order to achieve these goals. Mainstreaming allows access to the general education curriculum in order to ensure complete exposure and mastery in the CCSSs

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:			

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

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

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

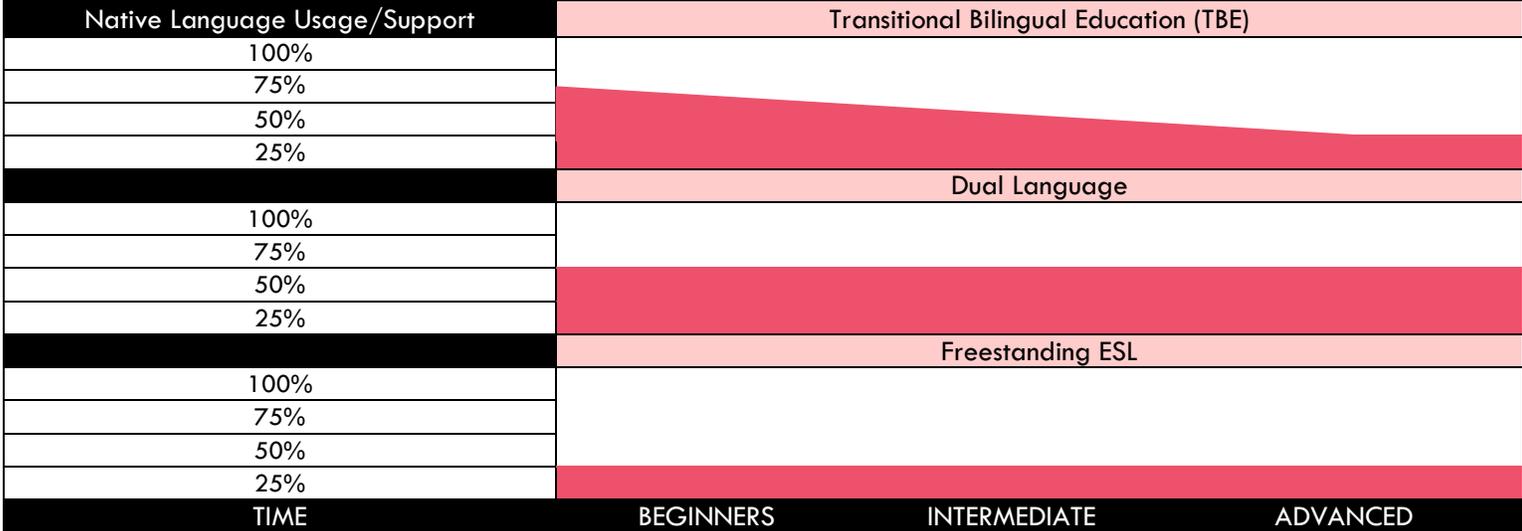
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All ELLs reading below grade level are involved in our schoolwide RTI program which meets twice a week for 50-minute sessions. Concerning mathematics, the teachers at our school are participating in rigorous math professional development in order to effectively plan and facilitate units of math instruction aligned to the six shifts. Our ELA and Math coach is also engaged in classroom instruction in an effort to enhance learning aligned to the CCSSs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In terms of language development, our ELLs have been successful at becoming proficient and advancing their proficiency levels. According to the spring 2013 NYSESLAT, approximately one-third of our ELLs attained proficiency and the majority of our ELLs became advanced. Our ELLs are also successful at the 4th Grade NYS Science test with five ELLs scoring a 3 and one receiving a 4. ELA and Math scores were not as impressive, as we averaged only slightly better than most New York City public schools.
11. What new programs or improvements will be considered for the upcoming school year?
- We need to align our ESL instruction to meet the demands of the new CCSS and the new NYSESLAT. Additional UDL and DI strategies. Focus on vocabulary, tier 2 and 3 words, deconstruction and the reconstruction of jicy sentences and juicy sentences.
12. What programs/services for ELLs will be discontinued and why?
- We do not have the ability to provide all push-in ESL services most of these services will be provided by a pull-out program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Ells have the ability to join extended day and they are part of our RTI program which is supportive and it does not supplant services
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ELL's in our school are participating in numerous technology offerings. Our school is equipped with an up-to-date computer lab, staffed by a full-time teacher. During technology time, our K-2 students are taught basic computer skills, cyber safety, and the use of graphic organizers to enhance writing. Our 3-5 students are taught Power Point, digital story telling, aligned to TC, word, as well as cyber safety. In grades 2-5, our students are also taught how to use a flash drive. Our ELL's with lower language proficiency are paired with other students to complete tasks. In addition to the computer lab, our school is equipped with laptops and Smartboards. This equipment is employed regularly in the teaching and learning at our school. We have seen increased motivation with the use of these tools. Acuity in Math and ELA, which drills down to each student's specific skill-based needs is also used. This year we continue to use our PS 41 website offered through Schoolwires. The website continues to improve communication between teachers, students and parents.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Dual language services provide the roller coaster model for instruction. Our spanish speaking teachers will at times use spanish to explain complex ideas. We aheva spanish library in our Dual Language classes and in the ESL room.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- ELLs are mostly grouped at their grade level in the lower grades--namely K, 1, and 2. They are also mostly homogeneously grouped according to their NYSESLAT score. The upper grades of 3-5 comprise one group; there is only one fifth grader. They are all Advanced ELLs according to the NYSESLAT, except for a newcomer and a few ELL SWDs. In addition to being part of that group, these ELLs receive an additional 180 minutes of ESL instruction.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We do not currently have activities to assist newly enrolled ELLs before the beginning of the school year. During the school year, our new ELLs can participate in our Title III program, as well as numerous functions available to all families at our school.
18. What language electives are offered to ELLs?
- We do not offer language electives at the elementary school level.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

A. 50% of the time occurs in the roller coaster method of English and Spanish.

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.

Our professional development

In the past a guidance counselor from our zoned middle school has contacted our school's guidance counselor and parent coordinator to coordinate a school tour for our 5th grade students. Activities may include a general tour to familiarize the students with the facilities, shadowing students at that school, and receiving information about the curriculum and study options.

Last year a core group of teachers, primarily our Special Ed teachers with ELLs, participated in schoolwide professional development with Maryann Cucchiara. This work has been expanded this year to include all teachers with or without ELLs in the classroom. The 7.5 hours of ELL training is on file in our school office.

D. Parental Involvement

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

PS 41 provides ESL instruction to parents through the use of the community resources with the JCC. We use the interpretation services from the Chancellor's Office to translate at parent meetings. Our school messenger services uses both english and spanish language. Our memos go home in different languages and parent handbook was also translated into other languages. We provide through the CCELL to ensure all parents are involved. WANY We are NY- we support this services by providing our parents the information. We have posted in our lobby memos , literature and displays in other languages. We pair parents with other parents of the same language at PTC and at meetings as requested.

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.

Our ESL population has grown therefore we added another Dual Language program in grade 1. Last year it began in grade kg. Together we have 25 students in the KG program and 26 students in the grade 1 program. Last year we were very successful due to the NYSESL scores with many of students progress to advanced and proficeint.

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **31R041** School Name: **PS 41R The New Dorp School**

Cluster: **6** Network: **604**

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

Part A: Needs Assessment Findings

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

Home language Surveys are provided to all parents when a student is admitted to the school.
Language preference forms are provided for teachers and distributed to parents in September.

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

The following covered languages that are required in written translation are: Spanish, Russian, Arabic, Urdu, Chinese and Korean. The following Primary languages needed in addition are provided when available: Polish/Albanian and Italian. These findings were based on the Language preference form submitted in September and the home language surveys provided the school upon registration according to ATS.

Part B: Strategies and Activities

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

Written translation of flyers, notices, documents and informational material that is provided on the Principals portal are distributed as requested in all covered languages. Parent coordinator distributes materials provided as requested with the assistance of translation services or parent volunteers (as needed). Principal reaches out to staff members for immediate in-house written translation.

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

Oral interpretation services are provided immediately via over the phone translations and school staff. Parent volunteers are requested for meetings and workshops. Outside contractors are hired from Interpretation Services for Parent Teacher conferences and various special meetings.

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>.

Parents bill of rights documents in all covered languages are distributed in September to parents in need of assistance services. Copies of the Bill of Rights are available for parents to view in the main office with the Parent Coordinator and the Language Access Kit for schools is available to office staff as needed. Translation sign is posted in the main lobby indicating the availability of interpretation services available. Safety plan contains procedures as such.

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: New Dorp	DBN: 31R041
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 43
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
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: After reviewing NYSESLAT data from our AMAO tool, the RLAT, and TC Reading Levels, the data revealed that the writing portion is where our ELLs in Grades 1-5 performed the lowest due to their reading levels. Students in Grades 1 and 2 will form one combined subgroup of our struggling ELLs from the ESL and DL classes. The ELLs in Grades 3-5 will form the second subgroup including our newcomers. This program will run for 18 weeks/sessions from November 13 to April 16 and each session will be 2.25 hours. There are no other per session programs running therefore a supervisor is needed for 18 hours. Classes will be held on Thursday afternoons. Instruction will be in English with native language supports as needed. We will have 2 Bilingual/ESL certified teachers to facilitate instruction. We will purchase Pacific Learning's Hopscotch Literacy Intervention System's reading and writing program with Title III funds for the Grade 1-2 subgroup. For Grades 3-5, we will use materials already in the school such as strategy comprehension tool kits from Okapi, guided reading books, and bilingual books and dictionaries. For both groups we will purchase other supplemental materials such as New Heights listening comprehension and reading/writing kits. The kits range from levels F-H and I-M.

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: The ELLs at PS41 are primarily grouped with one classroom teacher per grade in part to improve articulation between the ESL and classroom teacher and to make the pull-out and push-in program work to its fullest potential. The ESL teacher currently co-teaches the second grade ELL class with the science teacher sharing best practices for ELLs by embedding language goals into the content and sharing ELL strategies, which the science teacher can then use with other ELL classes. The classroom teachers of ELLs are also part of the ESL Team. The ESL team meets monthly on Tuesdays for one 50-minute period beginning on 11/25 and will continue to meet on these dates as follows: 12/23, 1/27, 2/24, 3/31, 4/28, 5/26, and 6/16. Most of these teachers have been trained by Maryann Cucchiara, Consultant. Using compelling texts in science and social studies, Maryann's work involves the

Part C: Professional Development

deconstruction and reconstruction of complex (a.k.a. juicy) sentences along with vocabulary development within units of study and lessons that are aligned to the Common Core Language and content area standards. At these monthly sessions these teachers are often trained in these and other ESL strategies, which they turn-key to other colleagues. In addition, these teachers are also our labsites for our ESL strategies. This team will continue to provide ESL training on the deconstruction and reconstruction of juicy sentences and vocabulary development. To build capacity, there will be one full five-hour day of curriculum development training for five teachers on December 15, 2014. For this training we will need to pay five substitute teachers at a rate of \$170.96 per day for a total of \$854.80. The providers will be the ESL teacher along with two additional teachers who were directly trained by Maryann Cucchiara. The curriculum developed at this PD will be used across the grades within the building.

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: As research indicates parental involvement is key to student success. Given that we are working with our lowest performers in reading, writing, and English language skills, it is crucial that we help them understand what they can do at home to enhance learning. We offer several parent activities to engage parents. For many years we have supported a thriving ESL program for parents sponsored by the JCC. This program meets on Mondays, Wednesdays, and Fridays from 8:30 to 10:30. Our Literacy and Math Coach also supports all parents including ELL parents with frequent strategy sessions in reading, writing, and math so that they can understand our curriculum and support their children at home. Interpreters are included as needed. We currently have several bilingual and multi-lingual para professionals in the building who can interpret and translate in Spanish, Arabic, Albanian, and Russian. During the Month of March and April 2015 on our scheduled Thursdays parents will be invited by grade to read and write by genre together with their children as we celebrate their progress in reading and writing. Parents will be invited to review what their children are learning and given strategies for at-home use. Topics to be covered may include but are not limited to the following: how to use native language to support literacy and content area; what are the reading behaviors by level and expectations by grade in reading and writing; how do we read fiction and non-fiction, etc. The providers will be the certified ESL/Bilingual teachers working within the program. These pedagogues, trained in ELL strategies, will support the parents in academic reading and writing through carefully designed tasks akin to a thinking curriculum. They understand the transference of the common underlying proficiencies between languages. Even if the child reads in English, an engaged parent, informed on curricular expectations, can then pose comprehension questions in native language. Questions can be translated into native language. The teachers will be encouraging literacy and oral language development in the dominant language and English when feasible. Parents will be sent a schedule which will be posted on our school website, memos will go home and phone calls may be made as needed.

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">• Per session• Per diem	_____	_____
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.	_____	_____
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____