



# 2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

<b>DBN: (i.e. 01M001):</b>	<b>11x041</b>
<b>School Name:</b>	<b>PUBLIC SCHOOL 41</b>
<b>Principal:</b>	<b>ERIKA TOBIA</b>



## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 11x041  
School Type: Title I Grades Served: K – 5  
School Address: 3352 Olinville Avenue Bronx, New York 10467  
Phone Number: 718-652-3461 Fax: (718) 231- 2668  
School Contact Person: Erika Tobia Email Address: [etobia@schools.nyc.gov](mailto:etobia@schools.nyc.gov)  
Principal: Erika Tobia  
UFT Chapter Leader: Corrine Parris  
Parents' Association President: Evelyn Collazo  
SLT Chairperson: Erika Tobia  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 11 Superintendent: Maria Lopez  
Superintendent's Office Address: 1250 Arnow Ave. Bronx, NY 10469  
Superintendent's Email Address: [MLopez9@schools.nyc.gov](mailto:MLopez9@schools.nyc.gov)  
Phone Number: (718) 519-2620 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: \_\_\_\_\_ Cluster Leader: \_\_\_\_\_  
Network Number: 607 Network Leader: Elmer Myer

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Erika Tobia	*Principal or Designee	
Corrine Paris	*UFT Chapter Leader or Designee	
Sharon Butler	*PA/PTA President or Designated Co-President	
Nackeya Beazer	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	
Susan Mark	Member/ UFT	
Wendy Asencio	Member/ Parent	
Angela Williams	Member/ Parent	
Thomas Sheppard	Member/ Parent	
Felipe Rodriguez	Member/ Parent	
Kaiama Hamer	Member/ Dean	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 41’s motto is “Believe and Achieve”. We believe that all students at PS 41 can show improvement academically and socially. At P.S. 41, we improve student achievement for all through collaboration and effective instruction. P.S. 41 is an academic home that promotes and nurtures each child’s social and emotional development. We improve student achievement through differentiated instruction and hands-on activities that bring the curriculum alive through theme-related projects, curriculum-aligned trips and the arts. P.S. 41 has a learning culture in which staff members project positivity and have a holistic and shared approach to learning. The school staff values proactive problem solving and embraces the learning process, not just its outcome. Staff members continue to espouse new methods, while remaining committed to shared leadership and learning. Staff members hold themselves and each other accountable in their commitment to P.S. 41’s mission. All staff members believe that despite challenges, success is desirable and possible. The UFT, teacher teams, administration, and staff members use a multi-channel communication system where task-relevant information is shared. Staff members continually reflect on their practice, using systemic inquiry processes such as Data Core, PLCs, and common planning time. All staff members share responsibility for recognizing each other’s successes and celebrating both individual and group accomplishments. At P.S. 41 every action during the school day is focused on student learning, effective instruction, collaboration and/or parent communication. We make celebration everyone’s responsibility. We ask everyone to be honest and communicate. All staff members will have an opportunity to lead and learn.

At P.S. 41 we have approximately 940 students.

Black	Hispanic	Asian	White	Free Lunch	SWD	ELL
60%	37%	1%	1%	96%	16%	10%

We collaborate with Network 607, Evander Child’s Computer and Technology Campus, Metamorphosis Community Learning, 92<sup>nd</sup> street Y, Promise Zone (visiting nurse service), Ballet Tech, and Parent Corps.

P.S. 41’s strengths are after-school enrichment programs, professional learning communities, and showing progress academically and socially. A huge accomplishment at P.S. 41 has been our Positive Behavior Interventions and Systems. We have really supported and addressed student’s emotional and social needs. P.S. 41’s challenges were learning and adjusting two new curricula, Ready Gen and Go Math. Teachers struggled with modifying the curriculum.

P.S. 41 has made the most growth in Math instruction and performance. The math curriculum was similar to the previous year’s curriculum. The key area of focus for this year is to improve the number of students that are on grade-level in ELA, Math, and Science through the core instruction programs.

In 2013, the percentage of students achieving a level 3 and 4 in grade 3 was 20%. In 2014, the 22% of grade 3 students achieved a level 3 or 4. In 2013, the percentage of students achieving a level 3 and 4 in grade 4 was 16%. In 2014, the 35% of grade 3 students achieved a level 3 or 4. In 2013, the percentage of students achieving a level 3 and 4 in grade 5 was 22%. In 2014, the 25% of grade 3 students achieved a level 3 or 4. In 2013, the percentage of students achieving a level 3 and 4 school wide was 19%. In 2014, the 27% of grade 3 students achieved a level 3 or 4 school wide. This is why we selected math as an area of growth. Refer to the data below.

**Section 5: Needs Assessment, Annual Goals and Action Plans**

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

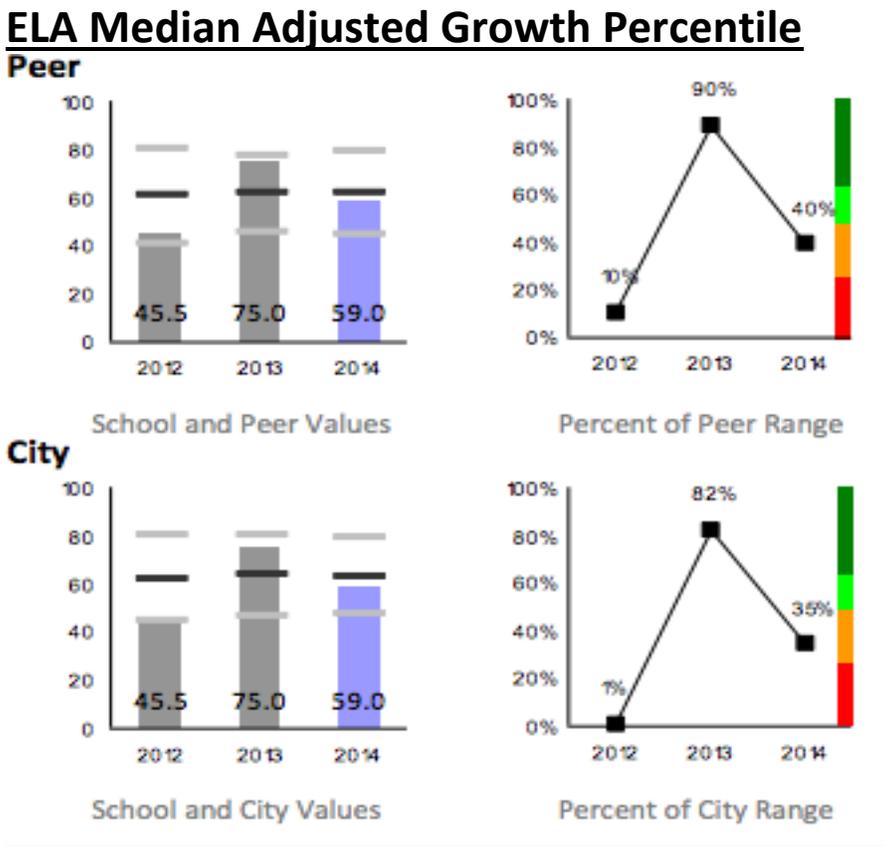
**Part 1 – Needs Assessment**

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

<b>ELA NY State Exam Spring 2014</b>				
ELA	Level 1	Level 2	Level 3	Level 4
<b>Grade 3</b>	<b>51%</b>	<b>29.4%</b>	<b>18.2%</b>	<b>1.4%</b>
<b>Grade 4</b>	<b>35.3%</b>	<b>31.4%</b>	<b>16.5%</b>	<b>6.8%</b>
<b>Grade 5</b>	<b>44.9%</b>	<b>30.9%</b>	<b>22.8%</b>	<b>1.5%</b>

**Analysis of Data**

- Majority of students are performing below a level 3 and level 4.
- Grade 4 had the most level 4’s and grade 5 had the most level 3’s.
- Grade 3 had the most level 1’s on both the ELA and Math exams.



- Based on the ELA Median Adjusted Growth Percentile data, ELA scores from 2013 were approaching high performance on the ELA exams. In 2014, our student growth percentile decreased 16% and we fell below average.
- Based on the ELA and Math (CEP overview) Median Adjusted Growth Percentile data, shows that we are showing more growth in Math than in English.
- This data shows that we need to focus on our reading programs and instructional strategies.
- This data shows that in 2013 there were reading instructional strategies that were in place that were effective. We will determine what practices those were and re-introduce in our reading instruction.

**2013-2014 ELA Exam Results**

**Students Achieving at Level 3 or Level 4**

	Overall ELA	Overall Math	ELA Grade 3	ELA Grade 4	ELA Grade 5	Title I
<b>District 11</b>	<b>21.3%</b>	<b>29%</b>	<b>22%</b>	<b>23%</b>	<b>19%</b>	<b>89%</b>
<b>P.S. 41</b>	<b>22.3%</b>	<b>27.3%</b>	<b>19%</b>	<b>24%</b>	<b>24%</b>	<b>96%</b>

- We have a large percentage of students achieving a level 3 or 4 in comparison to the district.
- Due to the lower percentage rate in comparison to math, teachers will receive professional learning cycles that focus on moving reading levels to increase ELA performance.

June 2014

## I-Ready ELA Students Below Level

	K	1	2	3	4	5
Overall Rating	0%	18%	23%	41%	63%	62%
Comprehension Literature	0%	26%	38%	40%	52%	49%
Comprehension Informational	25%	30%	46%	55%	64%	60%

- The data shows each grades area of need. Teachers will use this data to make instructional decisions.
- The I-Ready data shows that we need to focus on reading comprehension.
- The data shows that comprehension skills need to be taught and addressed as the students move higher in the grades.
- Grades 2-5 teachers will determine small groups and teaching strategies to address specific ELA skills according to the data.

### Part 2 – Annual Goal

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

During the 2014-15 school year, students who are on or below grade level will participate in guided reading instruction every day for 30-40 minutes, that will result in 95% of students making a years progress in Fountas & Pinnell reading levels on running records in accordance with the chart below.

#### Amount of Reading Levels students need to move in order to make a years progress

K	1	2	3	4	5
5 reading levels	5 reading levels	4 reading levels	3 reading levels	3 reading levels	3 reading levels

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Teachers during Cycle 1 of professional learning will modify the core instruction programs and curriculum to meet the needs of the students on their grades and in their classes. Teachers need to be selective about which lessons, parts of lessons, and standards they are going to address and teach.	All Teachers	9/3/14-11/23/14	All teachers Administration
All teachers will conference with every student twice a week and provide actionable feedback to students. Teachers will set reading benchmark goals for students. Teachers will look at benchmark goals monthly to make formative decisions.	All Teachers	9/12/14-6/15/15	All teachers Administration
Teacher teams will accurately identify gaps in student learning and establish clear, attainable student goals in reading. Teacher teams will monitor students' progress toward their learning goals and provide specific, timely and actionable	All Teachers	9/8/14-6/15/15	All teachers Administration

feedback to both students and parents.			
Teacher teams will make ongoing adjustments to units, lessons, and teaching practices based on evidence of student progress in an effort to narrow the gap between what the Common Core standards require and what our students know and are able to do.	All Teachers	9/8/14-6/15/15	All teachers Administration
Teachers will collaborate to determine ways students learn best and that the lessons are clear, engaging, meaningful, and aligned to the standards. Teachers will meet twice a month to review data and make decisions based on the data.	All Teachers	9/8/14-6/15/15	Administration All Teachers
Teachers will use data to determine small group reading strategies and which reading skills are most important for their grade and class.	All Teachers	9/8/14-6/15/15	Administration All Teachers
Teachers will reach this goal by implementing guided reading instruction everyday for 30-40 minutes.	All Teachers	9/8/14-6/15/15	Administration All Teachers
Teachers will use the data from guided reading conferences to support students and determine next steps. Administration and teachers will use data from I-Ready, ELA simulations, Running Records, and the ELA State Exam to determine growth percentile and assess student progress.	All Teachers	9/8/14-6/15/15	Administration All Teachers

**Part 4 – Resources Needed**

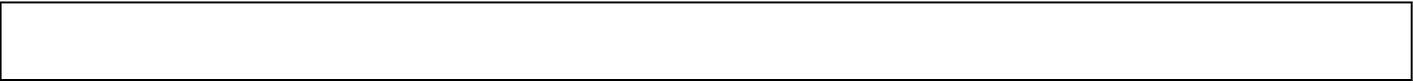
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.	
ReadyGen Teacher Guide Implementation Guide Common Core State Standards “The Art and Science of Teaching” by Robert Marzano Moving Levels	Articles from Educational Leadership Magazine MOSL Data, I-Ready Data, Running Record Data Grading Policy “Teach Like A Pirate” by Dave Burgess “Learning by Doing” by Richard Defour

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.					
By February 2015, 80% of students have moved reading levels according to the chart below. By February 2015, administrators will review reading data from observations and assessments to track student progress in reading.					
K	1	2	3	4	5
3 reading levels	3 reading levels	2 reading levels	2 reading levels	2 reading levels	2 reading levels
<b>Part 6b.</b> Complete in <b>February 2015.</b>					
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

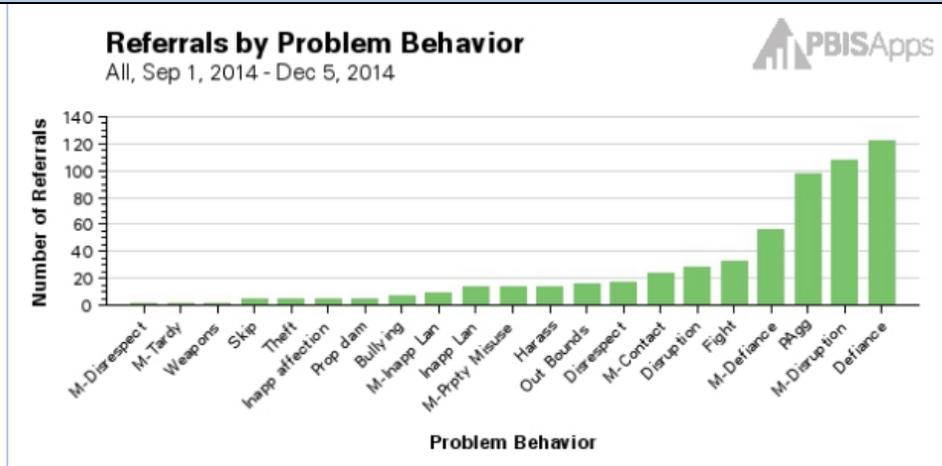


## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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



#### Analysis of Data

- The SWIS data in June 2014, indicated that there were 350 referrals for defiance, 300 referrals for Physical Aggression, and 200 referrals for disruption.
- Data shows that the most frequent behaviors are defiance, disruption, and physical aggression.
- Do teachers complete forms for the three most frequent behaviors? Have teachers overlooked minor behaviors?

Disrespect	17	2.95%
Minor - Physical Contact/Physical Aggression	23	3.99%
Disruption	28	4.85%
Fighting	33	5.72%
Minor - Defiance	56	9.71%
Physical Aggression	98	16.98%
Minor - Disruption	107	18.54%
Defiance/Insubordination/Non-Compliance	122	21.14%

### Part 2 – Annual Goal

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

During the 2014-15 school year, the school will continue to implement a positive behavior programs (PBIS) and maintain a positive school culture to ensure the academic and personal growth of our students that will result in a 0.05% reduction in the frequency and percentage of infractions measured by the SWIS data.

### Part 3 – Action Plan

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

<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>Teachers will teach expected behaviors, safety, responsibilities, and procedures daily and refer to PBIS binder when addressing behavior.</p> <p>At P.S. 41 we believe students need to be educated about behavior expectations. Teachers will teach expected behaviors, safety, responsibilities, and procedures daily.</p>	Students	9/4/14-6/26/15	Teachers Administration
<p>P.S. 41 will update and improve our Positive Behavior Intervention and Support Program (PBIS) on the school wide, secondary and tertiary levels. Teachers will generate lessons that teach students positive behaviors.</p>	Students	9/4/14-6/26/15	Teachers Administration
<p>There will be parent workshops and meetings that will specifically communicate to parents about school safety, respect for all, and ways to address targeted behaviors.</p>	Parents	9/4/14-6/26/15	Teachers Administration
<p>Teachers and staff will attend monthly PBIS workshops that will address treating students with respect and addressing all behaviors positively.</p>	Teachers Staff	9/4/14-6/26/15	All Teachers All Staff Administration Deans/Guidance
<p>Deans, guidance, PBIS committee will review systems in place and modify them based on student and teacher responses.</p>	Teachers Staff	9/4/14-6/26/15	PBIS Team Administration Deans/Guidance
<p>A PBIS committee has been developed. It is comprised of administration and is open to all staff members for the purpose of building a stronger school wide behavior support system. The PBIS team administers the Benchmarks of Quality twice a year. Scores are calculated and monitored for necessary changes.</p>	Teachers Staff	9/4/14-6/26/15	PBIS Team Administration Deans/Guidance
<p>The SWIS data system, which collects, holds and charts data on challenging behavior's is being used and analyzed by the deans and guidance team on a weekly basis. Relevant information is shared with the school community on a monthly basis.</p>	Students Teachers	9/4/14-6/26/15	Administration Deans/Guidance
<p>A student as well as a parent team has been developed. Both teams will gather feedback on PBIS. Surveys will be emailed and given during parent teacher conference nights and workshops in school.</p>	Students Parents Teachers	9/4/14-6/26/15	Administration Deans/Guidance
<p>Deans and guidance will plan workshops for teachers, students, and parents to discuss frequent behaviors. Parents and teachers will learn the reasons for the behaviors, triggers, and strategies to deal with those targeted behaviors.</p>	Students Parents Teachers	9/4/14-6/26/15	Administration Deans/Guidance

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>	
<p>Surveys PBIS Lessons PBIS Power Point presentations generated by Deans and Guidance</p>	<p>Library Pockets PBIS Binders with procedures, lessons, and resources Steps 2 Success Awards (monthly) Steps 2 Success celebrations (weekly)</p>

Evaluation Forms Colored Sticks	Steps 2 Success Assemblies (monthly) Prize box PS 41 Carnival (annually)
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**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

By February 2015, we are going to review the data from the SWIS forms to see if there is a 0.03% decrease in the frequency and percentage of the targeted infractions.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

#### Advance Dashboard Data

#### Summative Report June 2014

**Engaging Students in Learning**  
41% Ineffective or developing

#### Analysis of Data

- P.S. 41 decided to focus on engagement in order to improve performance in grades K-5.
- 41% is close to half the teachers at P.S. 41. This indicates that a large amount of teachers need support and resources in order to effectively engage students in learning.
- Approximately 25 teachers received ineffective or developing in engaging students in learning.

### Part 2 – Annual Goal

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

During the 2014-15 school year, ongoing professional learning opportunities will be provided for all teachers around engaging students in learning that will result in a 10% reduction in the amount of teachers receiving ineffective or developing in engaging in students in learning.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
During Cycle 2 of Professional Learning teachers will participate in a book study focused on engaging students and creating engaging lessons. Teachers will norm component 3c and establish visitation expectations. During this process teachers will also think about students with disabilities, English language learners, and high-	All teachers	12/1/14-6/26/15	All teachers Administration

needs student sub-groups.			
Professional Learning facilitators will provide teachers with support and materials to implement new practices for engaging students. They will follow-up to determine how to further support the teachers.	All teachers	9/8/14-6/26/15	All teachers Administration Facilitators
Teachers will determine best practices for engagement by reviewing data that shows the engaging practices are effective.	All teachers	9/8/14-6/26/15	All teachers Administration
Teachers will complete inter-visitation cycles and provide feedback to the teachers they visit around component 3c.	All teachers	9/8/14-6/26/15	Administration Teachers
Teachers will self-reflect weekly using the self-evaluation form provided by the PLO committee. They will select something from each workshop to implement and assess and reflect its effectiveness.	All teachers	9/8/14-6/26/15	PLO Committee Administration Teachers
Supervisors/administrators will provide teachers who are or have been rated developing or ineffective in component 3c (engaging students in learning) a peer to collaborate with and provide next steps and resources to implement the next steps	All teachers	9/8/14-6/26/15	All teachers Administration

#### **Part 4 – Resources Needed**

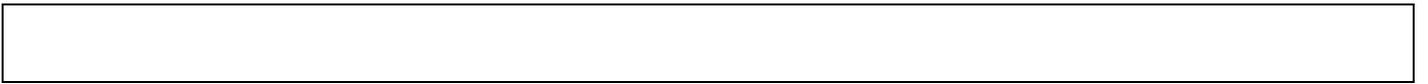
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.	
Danielson framework and rubric Power point presentations Protocols Smart boards 3c Tip plan next steps	Common Core State Standards Lesson Plans Templates Mondays 2:20-3:40 Tuesdays 2:55-3:35

#### **Part 5 – Budget and Resource Alignment**

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

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:			
1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.		
2.	Specify a timeframe for mid-point progress monitoring activities.		
By February 2015, there will be a 5% decrease in teachers receiving ineffective or a developing rating in component 3c (engaging students in learning). All teachers will have attended professional learning workshops and the feedback will show that the teachers feel the workshops are meaningful. Administration will conduct 1-2 informal observations to follow-up with professional learning targeted during the workshops. Teachers will receive feedback and support as they attempt to implement the new learning and practices. Administrators will use results from Danielson observations to determine are becoming more effective in engaging students in learning.			
<b>Part 6b.</b> Complete in <b>February 2015.</b>			
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?		



## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

<ol style="list-style-type: none"> <li>1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ol>																
<p><b>Advance Dashboard Data</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>June 2014</b></p> <p>282 Confirmed Observations</p> <p>Rating Distribution</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="background-color: #ffff00;">Highly Effective</td><td>10%</td></tr> <tr><td style="background-color: #ffff00;">Effective</td><td>59%</td></tr> <tr><td style="background-color: #ffff00;">Developing</td><td>23%</td></tr> <tr><td style="background-color: #ffff00;">Ineffective</td><td>8%</td></tr> </table> </div> <div style="width: 45%;"> <p><b>As of November 2014</b></p> <p>53 Confirmed Observations</p> <p>Rating Distribution</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="background-color: #ffff00;">Highly Effective</td><td>11%</td></tr> <tr><td style="background-color: #ffff00;">Effective</td><td>58%</td></tr> <tr><td style="background-color: #ffff00;">Developing</td><td>22%</td></tr> <tr><td style="background-color: #ffff00;">Ineffective</td><td>8%</td></tr> </table> </div> </div>	Highly Effective	10%	Effective	59%	Developing	23%	Ineffective	8%	Highly Effective	11%	Effective	58%	Developing	22%	Ineffective	8%
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Developing	23%															
Ineffective	8%															
Highly Effective	11%															
Effective	58%															
Developing	22%															
Ineffective	8%															

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>During the 2014-15 school year, the school leader will create and implement a system that will allow for frequent and targeted observations of teachers based on their ICPs, collected data, and student achievement results which will result in a 5% increase of teachers that move their overall rating from Developing/Ineffective to Effective.</p>

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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Principal will run workshops that focus on the school mission, vision, and values.	All teachers and Staff	9/4/14-6/26/15	Principal
Principal will participate with instructional planning by attending professional learning opportunities and providing input.	All teachers and Staff	9/4/14-6/26/15	Principal
Principal will collect and read feedback from evaluation forms and surveys to support teachers.	All teachers and Staff	9/4/14-6/26/15	Principal
Principal will create a schedule to meet with teachers, individually and as a whole group.	All teachers and Staff	9/4/14-6/26/15	Principal
Principal will give a survey that will ask teachers and staff about her as a school leader. Principal will use this data to make instructional and supportive decisions.	All teachers and Staff	9/4/14-6/26/15	Principal
Principal will meet with assistant principals to discuss data from observations and develop next steps and determine supports/resources	All teachers and Staff	9/4/14-6/26/15	Principal Assistant Principals
Principal will meet with Professional Learning Community to determine workshops that should be provided for teachers to improve the effectiveness of the instruction provided	All teachers and Staff	9/4/14-6/26/15	Principal PLO committee
Principal will develop a follow-up observation schedule to determine if teachers are implementing new learning from professional learning workshops.	All teachers and Staff	9/4/14-6/26/15	Principal PLO committee

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.	
Evaluation Forms Survey Monkey Google calendar	Schedules for each grades common planning time Copies of mission, vision, and values Learning Environment Survey

#### **Part 5 – Budget and Resource Alignment**

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

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, the school leader will create and implement a system that will allow for frequent and targeted observations of teachers based on their ICPs, collected data, and student achievement results which will result in a 3% increase of teachers that move their overall rating from Developing/Ineffective to Effective.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

<b>Parent Workshop &amp; Events Attendance</b>	<b>Analysis of Data</b>														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="text-align: left;">Workshops/ Events</th> <th style="text-align: left;"># of parents attended</th> </tr> </thead> <tbody> <tr> <td>Reading at Home Workshop</td> <td>33</td> </tr> <tr> <td>Go Math Workshop</td> <td>29</td> </tr> <tr> <td>Discipline at Home</td> <td>43</td> </tr> <tr> <td>PTA meetings</td> <td>56</td> </tr> <tr> <td>Family Festival (November)</td> <td>52</td> </tr> <tr> <td>Internet Resources at Home</td> <td>43</td> </tr> </tbody> </table>	Workshops/ Events	# of parents attended	Reading at Home Workshop	33	Go Math Workshop	29	Discipline at Home	43	PTA meetings	56	Family Festival (November)	52	Internet Resources at Home	43	<ul style="list-style-type: none"> <li>On average 38 parents have attended the events and workshops hosted at P.S. 41</li> <li>The PTA meeting had the most parents in attendance and the Go Math workshop had the least amount of parents attend.</li> <li>Parent Workshops are hosted once a month and only 14% of the parents have attended 5 or more times. 12% of the parents have never attended.</li> </ul>
Workshops/ Events	# of parents attended														
Reading at Home Workshop	33														
Go Math Workshop	29														
Discipline at Home	43														
PTA meetings	56														
Family Festival (November)	52														
Internet Resources at Home	43														

### Part 2 – Annual Goal

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

During the 2014-15 school year, the school will utilize School Messenger, monthly parent newsletters, and the school website to share data with students and parents, promote dialogue, and provide resources to support student learning and success so that will result in a 10% increase in parent attendance at workshops and events.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Parent Association will host monthly workshops for the parents. These workshops will be geared towards supporting parents at	Parents	9/4/14-6/26/15	Parent Coordinator Administration

home.			
On Wednesdays, the staff at P.S. 41 conducts parent meetings during the afternoon and the evening. Staff members work with the children on the same topics the parents are learning in their meetings.	Students Parents Staff Members	9/4/14- 6/26/15	Parent Corp Committee Parents Students
Parent Coordinator, school aides, and dismissal door monitors will give out flyers the day before events and workshops.	Parent Coordinator Aides	9/4/14- 6/26/15	Administration Parent Association
Parents will give teachers their email address and parents who provide their email address will be emailed twice before the scheduled event or workshop.	Teachers Ms. Mazzanti	9/4/14- 6/26/15	Administration Parent Coordinator
Parent coordinator and association will give out parent surveys to assess workshops and events, to get a sense of why parents choose to attend. Parents will also be asked what type of events and workshops they would attend. These surveys will be given to parents that haven't attended through teachers and parent coordinator. They will be mailed out to parents as well.	Teachers parents Parent coordinator	9/4/14- 6/26/15	Administration Parent Coordinator
Teachers will invite a targeted group of parents to workshops on Tuesday to give parents support with homework and student expectations. For example, first grade teachers will host a workshop on how to use online resources, such as Razz-kids and think central.	Teachers Parents	9/4/14- 6/26/15 Tuesdays	Administration Grade Leader Teachers
Teachers will use parent engagement time to set up appointments with parents and will aggressively invite the parent to learn more about their child's educational status.	Teachers Parents	9/4/14- 6/26/15 Tuesdays	Administration Grade Leader Teachers
School messenger will send a recorded message about an event or workshop hosted by P.S. 41.	Parents	9/4/14- 6/26/15	Administration Parent Coordinator
P.S. 41 will give a survey asking parents for best times and ways to meet with them. Most parents said they were available to attend meetings in the morning.	Parents	9/4/14- 6/26/15	Administration Parent Coordinator
P.S. 41 has opted to host parent-teacher conferences in the afternoon and the evening making it easier for parents to attend. Teachers and staff will ask parents the best way they prefer to be contacted.	Parents	9/4/14- 6/26/15	Administration Teachers
We will send out flyers with students two days before the workshop or event instead of a week or two weeks before. During dismissal, aides and door monitors will give out flyers and remind parents about the parent workshop.	Parents	9/4/14- 6/26/15	Administration Teachers School Aides

#### **Part 4 – Resources Needed**

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

Learning Environment Survey Parent Association Survey Progress Reports Email Addresses School Messenger	Google Accounts Time Cards Copies for parents Flyers Parent phone numbers
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#### **Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

By February 2015, there will be a 5% increase in the amount of parents attending the parent workshops and events. We will measure this by looking at the attendance sheets after each workshop.

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

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

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## Section 6: Academic Intervention Services (AIS)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students were identified through I-Ready testing.	<p><b>K-2: Tier II (three 30-minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>•Leveled Literacy Intervention (LLI) pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block)</li> <li>•LLI works with students who are at risk. Focus is based on individual needs.</li> </ul> <p><b>3-5: Tier II (three 30-minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>• LLI pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block)</li> <li>•LLI works with students who are at risk. Focus is based on individual needs.</li> </ul>	<p><b>K-2: Tier II (three 30-minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>• Services are delivered during small group or one-to-one tutoring.</li> <li>• Students will receive extra support during the after school programs.</li> </ul> <p><b>3-5: Tier II (three 30-minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>• Services are delivered during small group or one-to-one tutoring.</li> <li>• Students will receive extra support during the after school programs.</li> </ul>	<p><b>K-2: Tier II (three 30-minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>• Services provided during the school day.</li> <li>• Students will receive extra support during the after school programs.</li> </ul> <p><b>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>• Services are delivered during small group or one-to-one tutoring.</li> <li>• Students will receive extra support during the after school programs.</li> </ul>
Mathematics	<p><b>Grades K-2</b> All students were identified through Go Math Assessments.</p> <p><b>Grades 3-5</b></p>	<p><b>K-2: Tier II (three 30-minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms</b></p>	<p><b>K-2: Tier II (three 30-minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with</b></p>	<p><b>K-2: Tier II (three 30-minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT</b></p>

	All students were identified through Go Math Assessments as well as the previous year's state scores.	<p><b>with IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>• LLI pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block)</li> <li>• LLI works with students who are at risk. Focus is based on individual needs as indicated on assessments.</li> </ul> <p><b>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>• LLI pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block)</li> <li>• LLI works with students who are at risk. Focus is based on individual needs as indicated on assessments.</li> <li>• Before and after school AIS services provided for students who are determined at risk.</li> </ul>	<p><b>IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>• Services are delivered during small group or one-to-one tutoring.</li> <li>• Students will receive extra support during the after school programs.</li> </ul> <p><b>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>• Services are delivered during small group or one-to-one tutoring.</li> <li>• Students will receive extra support during the after school programs.</li> </ul>	<p><b>classrooms with IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>• Services provided during the school day.</li> </ul> <p><b>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</b></p> <ul style="list-style-type: none"> <li>• Services provided during the school day.</li> <li>• Before and after school AIS services provided for students who are at risk.</li> </ul>
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	N/A	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teachers must complete SWIS forms that provide Guidance Counselors with information about student behaviors.	<ul style="list-style-type: none"> <li>• Conflict resolution, coping skills training, focusing strategies, team-building strategies, character-building strategies, self-esteem work, confidence – building</li> <li>• Bullying Prevention Program</li> <li>• Anger management groups</li> <li>• Bereavement groups</li> <li>• Self-control groups</li> <li>• Self-Esteem groups</li> <li>• Character training groups</li> <li>• Puberty groups</li> </ul>	Services are delivered during small group or one-to-one tutoring.	Services provided during the school day.

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>100% of teachers at PS 41 are highly qualified. In order to maintain this:</p> <ul style="list-style-type: none"> <li>• Teachers will receive ongoing professional development from Go Math.</li> <li>• Teachers will receive ongoing observations and feedback using the Danielson framework from immediate supervisors.</li> <li>• The interview team will continue to engage in panel interviews. During interviews, discussions will continue to revolve around citywide and school expectations (attendance, best practices, personal development, etc.).</li> <li>• Teachers will receive ongoing professional development from Houghton Mifflin staff developers in Math development.</li> <li>• Teachers will receive ongoing observations and feedback using the Danielson framework from immediate supervisors.</li> <li>• Teachers will engage in collaborative hands-on, teacher-led, and/or Administrative workshops.</li> <li>• Teachers will be provided with different professional resources for personal development.</li> <li>• New questions will be designed to include the Danielson Framework during the interview process.</li> <li>• Ongoing professional development on the Danielson Framework will be provided throughout the year to help improve student achievement.</li> </ul>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers, Principals, Para professionals and staff that enable all students to meet Common Core State Standards will participate in high quality professional development that include, but not limited to Strengthening Home and School Partnerships, PBIS, How Students Learn Best, ReadyGen and Go Math, How to Integrate Technology into Your Lesson, Curriculum and Unit Planning, I-Ready reporting, FOSS, Backwards Design Planning, Actionable Feedback, Goal Setting, Assessment, Instructional Focuses, Teaching Using the Constructivist Approach, Instructional Standards and School Expectations, Norming Rubrics, How to score Performance Tasks, Class Management &amp; Small Groups, Progress Monitoring, Leveled Literacy Online Management, and Multiple Entry Points</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

P.S. 41 holds two annual Kindergarten Orientations to assist preschool children from early childhood programs to the elementary school program. These meetings introduce parents and students to the Kindergarten curriculum, PBIS and other expectations. The Kindergarten teachers and administration facilitate kindergarten orientations. During the first days of school, the DOE schedules half days for transitioning Kindergarten students to adjust to being in Elementary school setting. P.S. 41 also hold a “Turning 5” meeting for those incoming students with IEPs. During the first week of school, an extended lunch period is implemented in order for students to learn the rules and routines of the elementary school environment.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

P.S. 41 uses a variety of assessment measures in order to improve instruction including the NYC Performance Tasks in ELA (K-5) and Math (Grade 3 only), Simulation for Grades 3-5 ELA, and 3-5 Math Simulation, ReadyGen Module Baseline and Culminating assessments, Go Math pre-tests, mid unit tests, and post-tests. P.S. 41 also uses I-Ready online assessments that assess phonemic awareness, phonics, vocabulary, high frequency words, literary and nonfiction comprehension. The P.S. 41 staff elected a MOSL team of teachers who received training from Network 607 in order to make decisions in selecting assessments for Advance. Teachers participate in professional learning opportunities regarding the use of assessment results during weekly Data Inquiry Team meetings. Teachers will receive ongoing professional development from Houghton Mifflin staff developers in Math development. Teachers will engage in collaborative hands-on, teacher-led, and/or Administrative workshops and will be provided with different professional resources for personal development. Based on student performance during the lesson, teachers are able to target students for small group instruction, provide opportunities in Math to “Show What you Know” in order to provide RTI intervention, as well as look at independent reading practice data to determine needs specific small group instruction.

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

**Directions:** All School wide 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide 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 School wide pool. (Refer to Galaxy for FY '15 school allocation)	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)

		amounts.)		
Title I Part A (Basic)	Federal	804, 959	X	25, 29, 31
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	196, 832	X	23, 28
Title III, Part A	Federal	11, 200	X	23, 28
Title III, Immigrant	Federal	17, 791	X	23, 28
Tax Levy (FSF)	Local	4, 376, 317	X	11, 14, 16, 18, 22

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

12. **Title I, Part A – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
13. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
14. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

15. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
16. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
17. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Public School 41**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Public School 41** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their

children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

**Public School 41**, 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.

#### **22. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**23. Parent/Guardian Responsibilities:**

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

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**24. 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.



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

**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.

<b>Part A: School Information</b>	
Name of School: <u>PS 41 The Gunhill Road School</u>	DBN: <u>11X041</u>
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply):
<input checked="" 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: 5  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 3

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:

Mission Statement: At PS 41, we improve student achievement for ALL through collaboration and effective instruction.

Our goal is for a minimum of 90% of our ELLS to make gains within their proficiency level and/or increase one proficiency level as compared to their 2013-2014 NYSESLAT results . In order to support our goal, we have created and will be implementing the following Title III programs:

Program 1:

Title III Newcomers Reading Club:

Beginning in November 2014, a 22 week program will begin for ELLS in grades 3 through 5. The group will meet every Wednesday from 2:30-3:30. The students will be chosen based on informal and formal reading assessments, NYSESLAT proficiency levels and teacher observations. All newcomers in grades 3-5 will be invited to the program as well as some intermediate ELLS. The focus will be to strengthen reading skills in each of the 4 modalities: speaking, listening, reading and writing.

Two teachers will team teach - one ESL certified teacher and one general education teacher. The teachers will plan lessons together and use specific ESL strategies to teach, strengthen and support this group. Resources include Leveled Literacy Intervention, Imagine Learning software, Ready gen support materials. The ESL and general ed teacher will work together to close the gaps. In addition to hands on activities teachers will utilize technology to demonstrate concepts and allow for students to have independent practice on Title III purchased laptops.

Program 2:

Title III ESL Reading Club

Beginning in November 2014, a 16 week ESL Reading Club will begin for ELLS in grades 3-5. The group will meet on Thursdays from 2:30 to 4:00. The students will be chosen based on NYSELSAT scores and current reading data from both the classroom teachers and ESL teacher. Long term ELLS as well as advanced and intermediate ELLS in grades 3through 5 will be invited and encouraged to attend the program. The focus will be to strenghten acadamic vocabulary, deepen comprehension, develop research skills, develop fluency , and oral and written responses to literature . Title III purchased laptops

## Part B: Direct Instruction Supplemental Program Information

will be utilized for research through the World Book online subscription purchased for the 2014-2015 school year.

Two teachers will team teach- one ESL certified teacher and one general education teacher. The teachers will plan lessons together and use specific ESL strategies to teach, strengthen and support this group. Resources will include ENGAGE NY Expeditionary Learning and Title III purchased Leveled Literacy Intervention guided reading books and test preparation materials.

### Program 3:

#### ESL Beginners Club (Grade K-1)

Beginning December 2014, a 14 week oral language development program will take place on Wednesday afternoons for a period of one hour (2:30-3:30) Beginners in grades K & 1 will be invited and encouraged to attend. The students will be chosen based on NYSITELL results and oral language development needs.

Two teachers will team teach - one certified ESL teacher and one general education teacher. These teachers will plan instruction based on the groups needs. The program will focus on strengthening listening and speaking skills through modeling and repetition via rhymes, chants, song, etc. Oral language will be emphasized through hands on activities such as cooking in the classroom, literacy centers, social interaction through art etc. A Title III purchased individualized computer based program (Imagine Learning) will be incorporated into each weekly session. This program is designed to strengthen and support all modalities of literacy and language acquisition. The Imagine Learning software uses engaging multimedia to teach students to speak and read English.

### Program 4:

#### Getting Ready for the NYSESLAT

In keeping with our goal of making gains within and across proficiency levels we will be implementing a 10 week program which is slated to begin in February 2015 and run through May 2015. This group will meet on Thursday afternoons from 2:30-3:30. This program will focus on each of the 4 modalities being tested on the NYSESLAT exam. The group of grade 1 and 2 ELLS will meet on Thursday afternoons for a period of one hour. One ESL teacher will plan instruction based on data from the Spring 2014 NYSESLAT exam. Teacher will strengthen areas of need in each of the 4 modalities: listening, speaking, reading and writing. Children will be exposed to test format and test language used in the NYS testing program. The ESL teacher will implement specific ESL strategies throughout each lesson. The teacher will utilize samples provided from the NYS Education Website as well as teacher created materials.

One Assistant Principal will be present as supervisor for each Title III program. The supervisor will ensure the safety of all person involved in each program. Supervisor will oversee program management and implementation of curriculum according to Title III guidelines. The supervisor will be at no cost to Title 3

## 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: \_\_\_\_\_

To ensure tht ELL students receive adequate instruction to acquire English proficiency, two certified ESL teachers have been appointed to PS 41. ESL teachers will receive professional development and on-going training through 4 ELL Forums offered through Network 607, at no cost to Title III.. These workshops will foster a deeper understanding of ESL methodologies . In return ESL teachers will turnkey information and strategies to classroom teachers.

ESL teachers and classroom teachers of ELLS will meet on a regular basis to discuss best practices for ELLS. Teachers will discuss individual needs of ELLS. ELL teachers and general ed teachers will brainstorm next steps to support strugglings ELLS . Teachers will try out strategies discussed and then reflect on findings. Teachers will work together to find ways to support needs of ELLS. Techniques will be provided for each of the 4 modalities of language acquisiton: reading, writing, speaking and listening.

General Education teachers and ESL teachers who will be providing direct supplemental instruction as per Title III, will meet on a regular basis to discuss techniques and strategies that support English Language Learners. Teachers will read research based studies and articles then reflect on how these practices can be incorporated into our programs. ELL teachers and general education teachers will try out new strategies, reflect upon findings and adjust plans as needed.

In order to ensure that our professional development is aligned with our Title III supplemental programs the following topics will be discussed at monthly professional development meetings:

1. Developing and strenghting oral language
2. Building Acadmic Vocabulary in Reading and Math
3. Best Practices for Newcomers
4. Deeping Comprehension and Questioning Skills
5. Test Taking Strategies
6. Developing Questioning and Research Skills

Title 3 funded Professional Development:

The professional development schedule for teachers team teaching will be as follows:

Program #1: Newcomers Reading Club

Teachers will meet and discuss the above topics in addition to other strategies to support ELLS receiving supplemental instruction. Team teachers will meet for a total of 10 hours of professional development. These hours will take place every other Wednesday for a period of 30 minutes each.

Program #2: Title III Reading Club

Teachers team teaching will meet and discuss the above mentioned topics in addition to strategies to support ELLS receiving Supplemental instruction. Team teachers will meet for total of 10 hours of professional development. These hours will take place ,directly after student instruction ,on every other Thursday for a period of one half hour.

### Part C: Professional Development

#### Program 3: ESL Beginner Club (K-2)

Teachers team teaching will meet and discuss the above mentioned topics in addition to strategies and lessons to support ELLS receiving supplemental instruction. Team teachers will meet for a total of 7 professional development hours. These hours will take place every other Wednesday for a period of 30 minutes.

### Part D: Parental Engagement Activities

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

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

Begin description here:

In addition to mandated parent orientation meetings, PS 41 ELL Teachers supports ESL parents through offering monthly parent workshops. The workshops are designed to empower parents with the knowledge to support the educational needs of their children. Techniques, ideas, and tips will be provided at each session to support parents in their child's education and making an impact on higher achievement for ELLS. The program is designed to incorporate a hands on approach. The workshops will provide parents of ELLS with strategies to support their children's learning. Title III funds will be used for purchasing refreshments, give-aways for parents and any materials needed for make and take activities.

At no cost to Title III, PS 41 has implemented Parent Corp program for all parents in grade K, including all ELLS. The 14 week program runs on Wednesdays . The program is offered both in the morning and evening. Spanish translation will be provided during all morning sessions. Parent Corp. offers support to parents by providing them tips, techniques and skills to help their children achieve both academically and socially. Refreshments will be served during both sessions. Additionally, art enrichment will be provided for younger siblings and students who may attend the Parent Corp meetings with their parents. This program is at no cost to Title III. ESL teaches are encouraged to participate.

Additionally, at no cost to Title III, school-wide activities provide an opportunity for the PS 41 school community, including ELLS, to learn about our diversity and help build community. In order to achieve these goals the following activities and workshops will be provided :

Fall Fun Night

Family Fun Night

**Part D: Parental Engagement Activities**

Family Game Night

Science Night

Additionally, ESL teachers will hold brief Parent Workshops one time monthly, Tuesday afternoons, beginning in December 2014. Topics that will be addressed will come from a parent needs survey. Some items that will be addressed:

Homework Help

Helping Your Child as a Reader

Questioning to Support Your Child

Title III purchased laptops will be used to support parent engagement.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software	_____	_____

**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.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>041</b>
School Name <b>Gunhill Road School</b>		

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

Principal <b>Erika Tobia</b>	Assistant Principal <b>R. Hoyte, J.Lennon &amp; D. Marblo</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>J. Calabrese &amp; C. Lantigua</b>	Guidance Counselor <b>G. Guzman &amp; L. Quattrochi</b>
Teacher/Subject Area <b>J. Berlanga/Grade 1</b>	Parent <b>Nackeya Beazer</b>
Teacher/Subject Area <b>G. Mazzacane/AIS grade 1</b>	Parent Coordinator <b>Evelyn Collazo</b>
Related Service Provider <b>S. Guerrero/SETSS</b>	Other <b>B. Mazzanti/Grade K Science</b>
Network Leader(Only if working with the LAP team) <b>Elmer Meyers</b>	Other <b>B. Plaskett/AIS grade 2</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>876</b>	Total number of ELLs	<b>89</b>	ELLs as share of total student population (%)	<b>10.16%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	4	20	17	15	13	10								79
Push-In					4	6								10
<b>Total</b>	<b>4</b>	<b>20</b>	<b>17</b>	<b>15</b>	<b>17</b>	<b>16</b>	<b>0</b>	<b>89</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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
Dual Language										0
ESL	54			34			1			89

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	54	0	0	34	0	0	1	0	0	89
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	16	11	9	15	13								66
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic	1		1	1	1	2								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	4	4	5	1	1								16
<b>TOTAL</b>	<b>4</b>	<b>20</b>	<b>17</b>	<b>15</b>	<b>17</b>	<b>16</b>	<b>0</b>	<b>89</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	5	4	2	3	5								22
Intermediate(I)	0	4	7	6	10	6								33
Advanced (A)	1	11	6	7	4	5								34
Total	4	20	17	15	17	16	0	0	0	0	0	0	0	89

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	2	0	0	12
4	10	0	0	0	10
5	14	5	0	0	19
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9		1						10
4	10		2						12
5	17		2		1		1		21
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		4		2		11
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
PS 41 has developed a shared understanding of effective instruction by using the Danielson Framework for teaching to guide our practice. In literacy and math we are implementing new standards based curriculum using a constructivist approach to student learning with an instructional focus grounded in timely actionable feedback. In addition, we rely on ongoing assessments such as the tri-annual

I-Ready diagnostic assessments in reading, benchmark assessments in GoMath, formative and summative unit assessments as well as daily and weekly quick checks to identify gaps between the Common Core Learning Standards and what our ELLs are capable of doing. These assessments will also help measure the effectiveness of our instruction and allow for teachers of ELLs to make necessary adjustments to their practice and to give actionable feedback, crucial to student success. Teachers will differentiate lessons based on data to ensure that all ELLs are challenged to learn and develop a deep understanding of concepts and ideas presented in the classroom.

Classroom teachers and ELL teachers are given more opportunities to collaborate with common planning periods and scheduled weekly Data Inquiry Team meetings. PS 41 has taken a systematic and precise approach to inquiry and data-driven instruction. School wide norms are set in these meetings to remind teacher of ELLs of the inquiry process, keeping our work aligned to the Common Core and challenging the rigor of everyday instruction of ELLs.

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

The data reveals that 75% of our students are scoring intermediate or advanced on the NYSESLAT and/or LAB-R. 25% of our students are scoring at the Beginning level of language acquisition.

Kindergarten: As new entrants to NYC public schools, 75% of our K students scored at the beginning level of language acquisition on the LAB-R.

Grade 1: 25% of our grade one students scored at the beginning level of language proficiency. 75% scored at the intermediate/advanced levels of language proficiency.

Grade 2: 23.5% of our 2<sup>nd</sup> grade students performed at the beginning level of language proficiency. 76.5% of our students scored at the intermediate or advanced levels of language proficiency.

Grade 3: 13.3% percent of our grade 3 students are at the beginning level of language proficiency. 86.7% of our grade 3 students are at the intermediate/advanced levels.

Grade 4: 17.6% of our grade 4 students are at the beginning level of language proficiency. 82.4% are scoring at the intermediate/advanced level of language proficiency.

Grade 5: 31.3 % of our students scored at the beginning level of language proficiency. This number includes 5 new entrants to the NYC DOE. 68.7% of our students scored at the intermediate or advanced levels.

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

Paste response to question here:

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?

**PS 41 does not administer the ELL periodic assessment or tests given in NATIVE language**

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](#).)

To provide ELLs with rigorous, culturally responsive instruction, PS 41 has a strong response to intervention model in place. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider referral to special education services. We take into account ELLs language development and background when monitoring progress.

During the weekly Data Inquiry Meetings, ELL student progress is compared with levels demonstrated by peers with comparable, cultural and linguistic and experiential background who have received the same or comparable interventions. Teachers and school leaders use data to determine when it is necessary to adjust instruction for all ELLs.

Additionally, PS 41 has developed a shared understanding of effective instruction by using the Danielson Framework for teaching to guide our practice. In literacy and math we are implementing new standards based curriculum using a constructivist approach to student learning with an instructional focus grounded in timely actionable feedback. In addition, we rely on ongoing assessments such as the tri-annual I-Ready diagnostic assessments in reading, benchmark assessments in GoMath, formative and summative unit assessments as well as daily and weekly quick checks to identify gaps between the Common Core Learning Standards and what our ELLs are capable of doing. These assessments will also help measure the effectiveness of our instruction and allow for teachers of ELLs to make necessary adjustments to their practice and to give actionable feedback, crucial to student success. Teachers will differentiate lessons based on data to ensure that every ELLs are challenged to learn and develop a deep understanding of concepts and ideas presented in the classroom.

Classroom teachers and ELL teachers are given more opportunities to collaborate with common planning periods and scheduled weekly

Data Inquiry Team meetings. PS 41 has taken a systematic and precise approach to inquiry and data-driven instruction. School wide norms are set in these meetings to remind teacher of ELLs of the inquiry process, keeping our work aligned to the Common Core and challenging the rigor of everyday instruction of ELLS.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
ELL teachers analyze data from a variety of sources including: formal and informal assessments, student observations and progress monitoring. Instruction is aligned to address the needs and strengths in all modalities. Language goals are set and modified as needed for all ELLS.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?Paste response to questions here: N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
PS 41 evaluates the success of our programs in a variety of ways: ongoing data from I-Ready diagnostic assessments, progress monitoring, formative and summative unit assessments, benchmark assessments. Program success is evaluated through progress on the NYSESLAT exam and by meeting the AYP.

## Part IV: ELL Identification Process

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

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

Paste response to question here: The ELL Identification Process

Our school offers our students a selection of programs based on their entry criteria, assessment results, and parental choice. The Home Language Identification Survey (HLIS), required of parents/ guardians at registration, identifies those students that qualify to be tested using the Language Assessment Battery- Revised (LAB-R) within ten days of registration. The administration of the HLIS and the initial screening is conducted by the ESL teachers: Mrs. Calabrese and Ms. Lantigua. One of the ESL teachers interviews and assists the parent while completing the HLIS. Teachers who speak various lower-incidence languages provide translation services when needed. If a language other than English is indicated then an informal oral interview in English and in the native language is done with the student to determine English proficiency. After the informal interview, if the student is dominant in another language, the LAB-R is administered by the ESL teachers mentioned above to determine ELL eligibility.

Our Spanish speakers are tested with the Spanish LAB if they qualify for services based on the LAB-R results. The results determine our ELL population, which can be further identified as ELLs Native Spanish Speakers or ELLs with other native languages. Subsequently, within the ten days of registration our school holds a parent orientation. In the Parent Orientations, they view the DOE ELL Parent Orientation DVD in their home language and informs them of the NYC DOE ELL programs. Brochures (translated if needed) are also distributed further explaining the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. One of the ESL teachers reads the questions on the survey to the parents. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. As a result of the program selection process, we place students according to the parent selection. Historically, 100% choose Freestanding English As a Second Language Program. However, if we do have parents who select a Transitional Bilingual (TBE) or Dual Language we inform them of their options. We explain that the numbers of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters are sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Letters are distributed one week prior to the meeting and reminder letters are distributed two days before the meeting.

Many parents attend the orientation meeting and select a program at that time. Those who do not attend receive written notices and phone calls. Additionally, in order to ensure 100% of parent choice forms are signed, the ESL teachers attend several evening school functions. The majority of ELL parents attend our schoolwide functions thus, allowing us to meet individually with parents to discuss their parent choice options. Parents are also invited to meet one-on-one with an ESL staff member during preparation periods, before or afterschool. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated ESL services. We obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT, administered annually in the spring. The scores are reviewed to plan and differentiate our instruction program for our ELLs. A copy of all these parent letters are filed in a binder.

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

Paste response to question here

Beginning in Fall of 2013, the ESL teachers provided several small group Parent Orientation sessions. These small group sessions, allows for more discussion and clarification of parental choices. In the Parent Orientations, they view the DOE ELL Parent Orientation DVD in their home language and informs them of the NYC DOE ELL programs. Brochures (translated if needed) are also distributed further explaining the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. One of the ESL teachers reads the questions on the survey to the parents. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. As a result of the program selection process, we place students according to the parent selection. Historically, 100% choose Freestanding English As a Second Language Program. However, if we do have parents who select a Transitional Bilingual (TBE) or Dual Language we inform them of their options. We explain that the numbers of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters are sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Letters are distributed one week prior to the meeting and reminder letters are distributed two days before the meeting. .

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

Paste response to question here

:Entitlement letters are sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites parents to the orientation meeting. Letters are distributed one week prior to the meeting and reminder letters are distributed two days before the meeting.

Many parents attend the orientation meeting and select a program at that time. Those who do not attend receive written notices and phone calls. Additionally, in order to ensure 100% of parent choice forms are signed, the ESL teachers attend several evening school functions. The majority of ELL parents attend our schoolwide functions thus, allowing us to meet individually with parents to discuss their parent choice options. Parents are also invited to meet one-on-one with an ESL staff member during preparation periods, before or afterschool. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated ESL services. We obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT, administered annually in the spring. The scores are reviewed to plan and

differentiate our instruction program for our ELLs. A copy of all these parent letters are filed in a binder.

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.  
Students are placed according Parental Choices. PS 41 currently has enough Spanish speaking students in grades K through 5 to open a Bilingual class. We currently have a total of 66 Spanish speaking students across grades K-5. After reviewing parental choice forms, data indicates that only 2 of the 66 parents chose a bilingual placement. These two student requests were sent to the Office of Bilingual transfer. upon offering a bilingual placement the parent decided to keep their children at PS 41. Therefore, 100% of our parents have chosen English as a Second Language.
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.  
In order to ensure that all our ELLs are administered the NYSESLAT exam, the following procedures are in place:
  1. ELL teachers provide testing coordinators with updated students lists.
  2. ELL teachers cross check ATS reports such as RLAT , RLER and BESIS
  3. Parents are sent a detailed letter informing them about the testing procedures and dates, one week prior to the exam.
  4. Reminder letters are sent home at least 48 hours before testing.
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.   
After reviewing the Parent Survey and Program Selection forms, data indicates that 100% of our parents choose Freestanding ESL program. In 2011-2012, Ps 41 had 93 Spanish speaking ELLs. Parent choice forms indicated 100% for Freestanding ESL. Currently, we have 66 Spanish speaking ELLs of which 100% of their parents chose Freestanding ESL.  
Based on the trends, PS 41 has no need to open a bilingual or dual language class. Our Freestanding ESL model accomodates the choices made by our parents.

## 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])?

PS 41 is a K-5 school with an enrollment of 876 students. We currently have 89 English Language Learners (ELLs) in grade K - 5 that represents 10.16% of our total population. The ELLs are serviced using a freestanding ESL model. While the majority of ELLs are Spanish speakers, we also have speakers of Arabic, Chinese, Italian, French, Fulani, Yoruba and Tamil. In order to meet their education needs, we provide additional enrichment programs beyond the school day. Mainstream ESL student services are provided through a combination of push-in and pull-out model.

Our goal is to ensure that all programs offered to our English Language Learners will foster academic achievement in all content areas and that the students reach proficiency in English by the end of their third year in the NYC school system. Our program also aims to attain the following high-priority goals:

\*to increase reading achievement of all ELL students throughout grades K-5.

\*To support ELLs with our newly aligned Common Core State Standards based curriculums: Ready Gen and Go Math

Our School has implemented a Collaborative Team Teaching (CTT) approach to provide services for the ELL populations. The ESL teachers work with the classroom teacher on a daily basis in order to ensure progress for each English Language Learner. Two New York State Certified English as a Second Language Teachers push in to ELL classrooms or pull out small groups for ELL instruction. One ESL teacher provides services to grades K-2, and the other ESL teacher provides services for Grades 3-5. ELL students in Grades K-5 who are at the beginning and intermediate levels of English language proficiency receive 360 minutes of ESL instruction per week as per CR Part 154. ELL students at the advanced level of proficiency receive 180 minutes of ESL instruction per week as per CR Part 154.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

In order to comply with CR PART 154 mandates, ESL teachers provide both push-in and pull-out models. Utilizing both of these models allows for ELL teachers to provide the mandated number of instructional minutes. Additionally, one ESL teacher services ELLs in grades K-2 and the other ESL teacher services ESL students in grades 3-5. The only exception, is a small group of newly arrived beginners, in grades K-5, who work with both ELL teachers.

Currently, over 75% of our ELLs are either in the intermediate or advanced levels of English proficiency.

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 order to make Content Area comprehensible to ELLs, our teachers utilize the Danielson framework for teaching to guide instruction. Modifications for ELLs include: building background knowledge where concepts explicitly linked to students' background experiences; previous learning is connected to new learning; key vocabulary is emphasized and repeated in varied ways. etc

PS 41 has placed emphasis on science by forming a team of teachers dedicated to developing and teaching the science curriculum throughout the school. Science instruction in K-2 involves the Foss Hands-On Inquiry program. The NYS Common Core Science Standards are promoted within read alouds, shared reading, guided reading, independent reading and writing. The use of the Scientific Method is utilized for recording observations, data, reactions and responses in science journals. Students in Grades 3-5 are using the Harcourt Science Program. ELL students particularly benefit from these programs because they are hands-on, manipulative based programs.

The "GO MATH" Mathematics program is the curriculum used in grades K-5. Go MATH is a comprehensive, balanced curriculum that is aligned with the NYS Common Core Standards. The program engages and motivates students through the use of manipulatives and games. Teachers differentiate instruction based on student data, focusing on their individual needs. Additionally, the GO MATH program provides specific strategies and activities to meet the needs of ELL students and ensure optimal success for them.

Social Studies instruction in Grades K-2 use Scott Foresman textbooks and hands-on materials, as well the Rosen and Dominie Press Social Studies Libraries. These differentiated, leveled content area materials are used for guided and independent reading. Textbooks are used as read-alouds and shared reading. ELL students specially benefit from this mode of instruction.

I

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

n/a

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

As part of newly designed Common Core Aigned Report Card, teachers at PS 41 has systems in place to monitor progress in each of the four modalities such as: checklists, formal and informal assessments, rubrics, conferencing notes and student observations.

6. How do you differentiate instruction for ELL subgroups?

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

A. SIFE Students: We currently do not have any SIFE students at our school.

B. Newcomers: ELL students new to the country are not usually grouped by grade but by level of language acquisition and data based needs. ELL teachers pull-out newcomers across grade levels at least 4 out of the 8 mandated periods . During this time the focus is on strenghtening basic interpersonal communication skills and intensive vocabulary development. Activities such as role playing, dramatic play, cooking, and games are being used to internalize the English language. This a pull-out component that allows newcomers to experience their second language in a non threating, exciting environment. The additional mandated time is spent on fostering reading and writing development within the classroom using ESL methodologies. Several newcomers will also partcipate in a computer based ESL program: Imagine Learning.

C. ELL students receiving services for 4-6 years participate in either a push-in or pull-out program. ESL teachers collaborate with class teacher to identify gaps in ELL student learning. These students receive whole class instruction, small group instruction with classroom instruction and small groups instruction with ELL teacher. Intensive academic vocabulary instruction is highlighted during small group ELL instruction. The ELL teacher scaffolds instruction based on student needs and English language proficiency levels. When the need arises for additional support AIS staff will also provide a level of support.

D. Long Term ELLs: We currently have one long term ELL, who has been receiving ESL services for 6 years. This student has an IEP and is currently in a CTT class.

\*This student will be continously progress monitored so that instruction specifically devoted to the strenghts and weaknesses of this child

\*ELL teacher, AIS staff, special ed support services and classroom teacher will work collaborativly to review and plan effective reading and mathematics lessons

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?

All teachers at PS 41 use the Danielson Framework to plan and guide instruction. Danielson allows for modifications that will support English Langage Learners. Such modifications may include: re-teaching; scaffolding questions as a support, preview of academic vocabulary, use of technology, etc.

Ells are provided with grade level materials by using the newly designed Common Core alligned reading (Ready Gen) and math (Go Math) curricula. These curricula provide support for Ells through modifications made during lessons to provide scaffolding lessons & questions in order to allow for comprehensible input.

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?

Special Education teachers, including SETSS teachers, and ELL teachers colloborate on a regular basis toensure that the ELLs-SWDs ,

academic needs are being addressed. IEP goals are reviewed and ensured that these goals are being addressed in daily instruction by all service providers. ESL teachers and SETSS teachers often push in and work collaboratively in order to provide academic success for ELLs with disabilities. Using the Danielson Framework for teaching as a model, lessons are scaffolded to provide different points of entry for students. Modifications and adjustments are made as needed based on data. Thus, intensive targeted intervention to support ELLs with IEPs

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

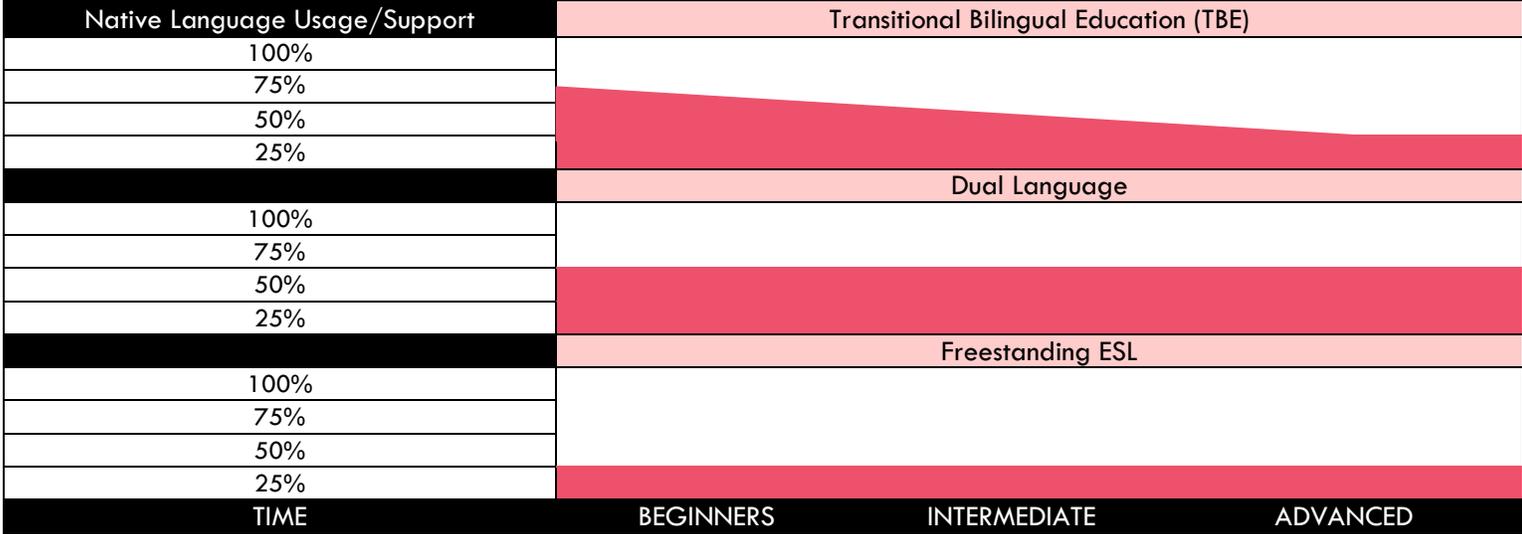
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

Imagine Learning: is an individualized computer based program. It is designed to strengthen and support all modalities of literacy and language acquisition. The Imagine Learning software uses engaging multi media to teach students to speak and read English. It provides instruction and practice in phonemic awareness, vocabulary, fluency and comprehension.

Leveled Literacy Intervention System (LLI): Supports struggling ELLs in intensive reading and writing support. The LLI lessons, including reading, writing, phonics, word study and the extensive use of oral language. Modifications are built in to the program to support our English Language Learners.

Raz Kids: In order to support reading, PS 41 has purchased a RAZ Kids license for all ELLS. This program is an online guided reading program with interactive e-books, downloadable books and reading quizzes to assess comprehension.

I-Ready: A diagnostic tool used to assess a students' literacy skills. Upon completion of assessment, students can be assigned individualized on-line lessons which specifically address students needs.

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

Our current program allows for ELLS to persevere through the challenging Common Core Aligned curriculum. ELL teachers and classroom teachers collaborate during weekly common planning times and Data Inquiry Team meetings. Together decisions are made based on data, on ways to support ELLs with the Common Core State Standards. Through this continued collaboration and on-going data analysis, ELL teachers help to close the gaps in ELL student achievement thus meeting the needs of all ELLS.

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

In efforts to improve instruction, PS 41 has developed a shared understanding of effective instruction by using the Danielson Framework for teaching to guide our practice. In literacy and math, we are implementing new standards based curriculum using a constructivist approach to student learning with an instructional focus grounded in the consistent use of timely actionable feedback.

In addition, in order to make content area comprehensible to ELLs, we will borrow components of the SIOP Sheltered Instruction Observation Protocol, which is a research-based and validated model of sheltered instruction. This model helps teachers plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language; language objectives for each lesson are emphasized.

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

n/a

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

ELLs are included in ALL programs offered at PS 41. ELLs are encouraged to participate in after school programs, the 92<sup>nd</sup> Street Y program, and all supplemental programs.

Currently, there are 3 afterschool clubs. One program is geared to address phonemic awareness, fluency and basic vocabulary. The other ELL program is geared to address reading comprehension, building academic vocabulary, test taking strategies and writing skills. Students are expected to formulate a claim and use text based evidence to support their claim. Additionally, reading academy has begun in grade 1 for reading development focusing on phonics and comprehension. Several ELLs in grades one are currently participating.

In addition we have the Montefiore Enrichment Afterschool program which offers visual arts, movement and homework help. Several ELLs currently participate in this program.

Beginning in November 2013, several ELLs in Grades 2-5 will participate in a Reading Academy Afterschool program. This program will strengthen literacy skills, test taking skills, vocabulary development, and writing skills.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

Ready Gen, Go MATH, laptops, i-pads, smart boards, computer based programs: i-ready, Raz kids, Imagine Learning, Starfall; Foss Hands on Science; Harcourt Science, Math journals; Leveled Literacy Libraries, Leveled Literacy Intervention programs, foundations, Wilson, math manipulative, etc

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

ELL teachers are able to support English Language learners in their native language by becoming familiar with the make up of our students' first language. Knowledge of how their native language words provide support in developing their 2<sup>nd</sup> language: English.

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

ELL teacher services are aligned with grade curricula. Continual look at data allows for teachers of ELLS to close the gaps between Common Core Learning Standards and what our students are capable of. Resources are grade appropriate and provide the level of support needed to ensure success for all ELLS.

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.

Each year, PS 41 offers a Kindergarten orientation program which includes all potential ELLs. This orientation offers parents a snapshot of the curricula and programs offered at our school.

Parents of ELLs who are enrolled throughout the school year are encouraged to participate in all school workshops including ESL "MAKE and TAKE" workshops.

18. What language electives are offered to ELLs?

n/a

19. For schools with dual language programs:

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

n/a

### C. Professional Development and Support for School Staff

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

Teachers and other staff responsible for the delivery of instruction and services to limited English proficient students are involved in on-going professional development. ESL teachers and classroom teachers articulate with the DATA CORE teams, AIS and SETSS teachers, to discuss progress of ESL students. After analyzing data, professional development activities are planned based on the needs of students and teachers. In addition to on site professional development, teachers may attend weekly invitationals offered by the RTI Invitational Team. Additionally, teachers attend professional development for our new Common core Aligned Math and ELA curricula: Go Math and Ready Gen.

Based on the results of the needs assessment survey given to classroom teachers who service ELLs, and/or teachers who need the mandated 7.5 hours of ELL professional development, the following on-site staff development topics will be addressed:

*Working with Newcomers	Fall 2013
*Developing Phonemic Awareness	Fall 2013
*Ready Gen: Supporting ELLs	Ongoing
* Getting Ready for the NYSESLAT	Spring 2013
* Using Technology to Support ELLs /Imagine Learning	Ongoing

A log of attendance is kept for each workshop in order to ensure that the mandated 7.5 hours of ELL professional development is completed.

All staff development workshops will incorporate NYS Common Core Learning Standards and will focus on strategies to specifically differentiate the needs of ELLs.

Additionally, the principal at PS 41 makes every effort to ensure that the needs of ELL students are disseminated to all staff members at weekly Data Inquiry Meetings, grade meetings and monthly staff meetings.

In efforts to prepare our students for middle school, we have adopted the new Common Core aligned Literacy and Math Curriculums for the 2013-2014. In doing so, we have ensured that all students, including ELLs, will receive rigorous instruction in these areas. In addition, across grades in classroom in the school, teacher have the tools to accurately identify gaps in student learning and establishing clear, attainable goals. Teacher are continually monitoring students' progress toward their Common Core based learning goal and providing specific, timely and actionable feedback to students and parents.

School leaders are regularly engaged in supporting teachers with goal setting, progress monitoring, lesson planning and data analysis. Professional develop will be ongoing throughout the year and will include both formal Curricular Professional Development as well as "Invitational" professional developed focused on differentiated needs of the teachers and offered on a weekly basis.

## 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?

### ESL Parent Community:

For the 2013-2014 school year, we will use program funds to collaborate with the Parent Coordinator at our school. The ESL teachers will also collaborate with the SETSS teachers, and AIS staff to integrate the parents of ELL students into parent workshops and meetings. If the parents speak a language other than English, an interpreter will be available. Parents of ELL students will be actively encouraged to participate in all school wide parent workshops and meetings so that they can be more actively involved in their child's education and better assist their children at home.

ESL teachers will hold meetings for parents of students who are newly arrived to New York City schools. Placement procedures and program choices will be discussed. There is a DVD available in eight languages and if necessary , an interpreter will be used for lower incidence languages. There will be at least one meeting at the beginning of the school year, and several ongoing meetings during the remainder of the school year. Parents of ELL students will be actively encouraged to attend all meeting and workshops.

ESL parents are encouraged to attend in house on-going workshops to empower them to support the educational needs of their children. In order to ensure optimal participation of ELL parents at these workshops, translation and oral interpretation services will be provided. Additionally, school-wide activities provide an opportunity for the PS 41 school community, including ELLs, to learn about our diversity and help build community. In order to achieve these goals the following are activities and workshops will be provided for the PS 41 school community during the 2013-2014

Beginning in December 2013, ESL teachers will host workshops for parents focusing on ways to supports ELLs at home. These workshops will include "make and take" activities for at home use. All ELL parents will be invited and encouraged to participate.

- \*Meet the Teacher Night/ Open House
- \* ELL Parent Orientation
- \* Literacy Workshops: The Importance of Independent Reading
- \* Preparing your Child for the NYS ELA and Math Exams
- \* Family Fun night
- \* Holiday Nightl
- \* Family Game night
- \* Child Abuse Awareness Workshop
- \* Parent Teacher Conferences
- \* Monthly Parent Workshops

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

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

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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: 11X041 School Name: Gunhill Road School

Cluster: \_\_\_\_\_ Network: 607

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

**Part A: Needs Assessment Findings**

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

PS 41 has undertaken several steps in order to ensure that all parents are provided with appropriate and timely information in a language they can understand. First, the Home Language Identification Surveys (HLIS) were reviewed to identify which languages were read and written at home. This was done by the ESL teachers in conjunction with the school's bilingual (Spanish/English) Parent Coordinator. Next, an informal oral language survey was conducted by the ESL teachers with the students to clarify the language needs in the home. Finally, the classroom teachers discussed with the ESL teachers and the Parent Coordinator the language needs of the parents with whom they need to communicate. The language in which translation is needed is Spanish. Additionally, it was determined that for PPC and IEP meetings, oral interpretation services may need to be provided in Italian, Chinese, Twi, Fulani, Arabic and Tamil.

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.

Through the process followed and discussed in question 1 above, PS 41 has determined that the language in which written translation and oral interpretation is needed is Spanish. All important documents (i.e., letters and other correspondence) will be translated into Spanish. This correspondence includes, but is not limited to: Title I and Title III letters for Extended Day, After School programs and activities and Saturday Academy, important and necessary letters to be sent home from school, handbooks and flyers for parent workshops, and letters that are sent home from the School Assessment Team to parents for IEP meetings. These translated services will meet our identified needs so that our large non-English speaking population will be more involved in the day-to-day activities of our school. Non-English speaking families will be more aware of the workshops and services provided to the P.S. 41 school community. These services will provide non-English speaking parents with access to their children's educational options, help support parent-school accountability and broaden parents' capacities to improve their children's achievement. Additionally, these services will also help ensure

our continued compliance with CR Part 154 and Title III regulations.

## **Part B: Strategies and Activities**

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

We reviewed the Home Language Identification Surveys (HLIS) to identify what languages are spoken at home. We conducted an informal oral survey with the students to clarify the language needs in the home. Finally, the classroom teachers discussed with the ESL teachers and the school's bilingual (Spanish/English) parent coordinator the language needs of the parents with whom they need to communicate. The language in which translation and oral interpretation are needed is mainly Spanish. For PPC and IEP meetings there is also a need for oral interpretation in Albanian, French and Fulani. On site Spanish translation services will be provided by the ESL teachers, parent coordinator or other school staff. If the need for translation (Italian, Twi, Arabic or Fulani) services for PPC and IEP meetings should arise, then an outside vendor will be provided by the school.

The process described above will ensure the timely dissemination of translated documents to parents determined to be in need of language assistance services. In addition, parents will be able to support shared parent-school accountability, access information about their children's educational options and increase their capacities to improve their children's achievement. In addition, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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.

PS 41 will provide oral interpretation services for all Parent-Teacher Association meetings in Spanish. In addition, these services will be available for parent workshops and parent-teacher conferences. Oral interpretation in Spanish will also be available at School Assessment Team IEP meetings. These services will be provided in-house by school staff. If there is a need for oral interpretation services for PPC and IEP meetings in a language other than Spanish, specifically Chinese, Italian, Tamil, Arabic or Fulani, an outside vendor will be contracted.

These oral interpretation services will meet our identified needs so that our non-English speaking parents will feel more comfortable to attend the workshops and meetings provided for the P.S. 41 school community. Non-English speaking families will be more cognizant of the workshops and services provided for the P.S. 41 school community. Our non-English speaking parents will have a better understanding of their children's educational options, will be more empowered to support shared parent- school accountability and will ultimately increase their capacity to improve their children's achievement. These services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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>.

PS 41 will provide Spanish translation and interpretation services for all important citywide and school-wide materials as well have an interpreter available in Spanish at parent meetings including ESL parental choice, parent workshops, and PTA meetings. These services will be provided in-house by school staff. If the need arises to provide interpretation services for PPC or IEP meetings in a language other than Spanish, specifically Chinese, Italian, Arabic, Tamil, Twi or Fulani, then an outside vendor will be contracted to provide these services.

If translations are not readily available, we will notify parents of other options regarding school documentation