

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **17K241**

**School Name:**                       **P.S. 241 EMMA L. JOHNSTON**

**Principal:**                             **FRANTZ LUCIUS**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP Overview**

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

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

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Emma Johnston Elementary School School Number (DBN): 17K241  
Pre-K – 5  
Grades Served: \_\_\_\_\_  
School Address: 976 President Street, Brooklyn, New York 11225  
718-636-4725 Phone Number: \_\_\_\_\_ Fax: 718-230-5468  
School Contact Person: Frantz Lucius Email Address: FLucius@schools.nyc.gov  
Principal: Frantz Lucius  
Lurline Heyward  
UFT Chapter Leader: \_\_\_\_\_  
Willimae Barrington  
Parents' Association President: \_\_\_\_\_  
Stephanie Peltz  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jeanette Lett John  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris  
Cheryl Watson-Harris, Director of Brooklyn South BFSC  
415 89<sup>th</sup> Street, Brooklyn, NY 11209  
Director's Office Address: \_\_\_\_\_

---

( CWatson21@schools.nyc.gov

Director's Email Address:

(718) 759-5131

718-749-4863

Phone Number:

Fax:

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Frantz Lucius	*Principal or Designee	
Lurline Heyward	*UFT Chapter Leader or Designee	
Willimae Barrington	*PA/PTA President or Designated Co-President	
Earllene Wilson	DC 37 Representative (staff), if applicable	
Jeanette Lett John	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Stephanie Peltz	SLT Chairperson	
Lyudmila Burd	Teacher	
Frederica Lawrence	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Triffina McCatty	Paraprofessional	
Marylin Brown	Parent	
Felicia Francis	Parent	
Jeanette Lett John	Parent	
Vanessa Moore	Parent	
Felicia Miller	Parent	
	Member/	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### **Vision**

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

### **Mission**

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

### **Narrative Description**

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

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

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

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

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

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

This year, P.S. 241 has made progress in several key areas. There were significant increases in student performance:

- 16% of ELLS performed at Proficiency Levels (PL) 3 on the state ELA test, compared to 4% from the prior year.
- 52% of all students performed at PL 3 & 4 on the state math test, representing an increase of 8% from the prior year.
- 51% of female students performed at PL 3 & 4 on the state math test, representing an increase of 5% from the prior year.

- 53% of male students performed at PL 3 & 4 on the state math test, representing an increase of 11% from the prior year.
- 52% of Black/African-American students performed at PL 3 & 4 on the state math test, representing an increase of 7% from the prior year.

We have made exceptional gains toward closing the achievement gap. These gains were made possible due to increased collaboration within and across grades. We have developed the faculty's capacity to work together to improve instruction, hence teams of teachers have developed rigorous units of study that are aligned to the Common Core Learning Standards. This is due to our effort to address the needs of individual or groups of students through the creation of multiple entry points for all lessons. In an effort to nurture and advance the professional growth of teachers and staff to strengthen leadership skills, the development and delivery of professional learning workshops were largely executed by faculty.

We have several challenges ahead of us, however.

- This year only 4% of Students with Disabilities (SWDs) performed at PL 3 & 4 on the state ELA test, representing a 15% decrease from the prior year's exam.
- 96% of SWDs performed at PL 1 & 2 on the state ELA test representing a 15% increase from the prior year.

In order to address this decrease, we are making ELA a focus this year and are targeting our SWDs using My ON, a computer based reading program, to build fluency and reading comprehension, as well as looking at deficiencies in the other 3 pillars of literacy (i.e. phonemic awareness, phonics and vocabulary). We are also paying particular attention to the use of WEBB's DOK to develop Levels 3 & 4 tasks in order to increase the rigor in our curriculum.

## 17K241 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	608	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		80.4%	% Attendance Rate	92.6%
% Free Lunch		83.4%	% Reduced Lunch	3.2%
% Limited English Proficient		10.4%	% Students with Disabilities	11.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	85.2%
% Hispanic or Latino		9.9%	% Asian or Native Hawaiian/Pacific Islander	0.8%
% White		2.4%	% Multi-Racial	1.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		38.6%	Mathematics Performance at levels 3 & 4	44.7%
Science Performance at levels 3 & 4 (4th Grade)		82.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

We also had significant increases in student performance per the school's Quality Review Report:

- 16% of ELLs performed at Proficiency Levels (PL) 3 on the state ELA test, compared to 4% from the prior year.
- 52% of all students performed at PL 3 & 4 on the state math test, representing an increase of 8% from the prior year.
- 51% of female students performed at PL 3 & 4 on the state math test, representing an increase of 11% from the prior year.
- 53% of male students performed at PL 3 & 4 on the state math test, representing an increase of 7% from the prior year.

52% of Black/African-American students performed at PL 3 & 4 on the state math test, representing an increase of 7% from the prior year.

**Needs:** Ensure research-based and uniformed instructional practices in accordance with the school’s belief system (DARE{Danielson/Differentiation, Assessment/Accountable Talk, Rubric/Rigor, Encouragement/Expectation}) and raise the quality of student’s discussion by posing higher levels of questioning across ALL grade levels.

Consistency in teaching students how to build on each other’s ideas during class discussions and apply knowledge to make connections across content areas and to real world situations.

Establish and build on students’ foundational knowledge and skills for coherent progressions within the standards from grade to grade.

This year, we are implementing myON literacy with a particular focus on the SWDs in order to address the drop in the number of students scoring at PL 3 & 4 in ELA.

Continue to refine our progress monitoring tool through frequent data analysis and mid-point assessment.

Focus on Individual or group of students using benchmark assessments from myON Literacy and ST math.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of grade level teams( K-5) will participate in at least 4 professional learning activities in order to create at least 4 units of study that integrate ELA with Social Studies and Science and incorporate Webb's Depth of Knowledge (DOK) to develop rigorous Levels 3 & 4 instructional tasks and questions that are aligned with the Common Core Standards.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All teachers will receive professional development in curriculum development and integration of content areas, using Webb’s DOK to develop rigorous tasks and higher order questions for all learners including English Language Learners and students with special needs. Additional professional learning opportunities will include collaborations with instructional profit and non-profit organizations, such as Behind The Book, Artworks, and The Botanic Garden.</p> <p>Teachers will continue to use multiple entry points in their lessons or units to address the needs of the ELLs and SWDs. Specific attention will be paid to vocabulary development though the implementation of a vocabulary program and the use</p>	<p>Teachers of Special Needs and ELLs</p> <p>Students</p> <p>Teachers who are Developing in 3B and 3C</p> <p>Level 1 and 2 Students</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, Assistant Principals, , Consultants, ESL and Lead Teachers, Librarian</p> <p>Teacher, Enrichment Coordinator</p>

<p>of strategies that lend themselves to vocabulary acquisition and development.</p> <p>Through observations and actionable feedback, school administrators will ensure that teachers provide opportunities for students to be engaged in rigorous tasks and student-led discussions.</p> <p>Teacher teams will review the curriculum monthly to make sure that opportunities are available for ELLS and Special Needs students to be engaged in activities that are targeted to their specific academic, language and developmental needs.</p> <p>Three times a year, teachers will be given opportunities to engage in vertical planning through the analysis of test data, student work, and Common Core expectations.</p> <p>Information about curriculum, student progress, student and parent expectations will be disseminated to parents continuously via E-chalk, teacher-led workshops, parent coordinator workshops, parent teacher conferences and PTA meetings.</p> <p>In order to build transparency and trust across the school community, information about staff training, student progress, and school curriculum will be available and shared at SLT meetings.</p>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> <li>1. The school will contract the services of CKing Education and Jonelle Rocke to train teacher leaders in the development of Units of Study that are aligned with the common core standards. The teacher leaders will in turn facilitate the review of the curriculum monthly during teacher team meetings.</li> <li>2. Teachers will also use free resources from Engage NY to supplement the curriculum in both math and ELA.</li> <li>3. School staff such as the principal and The IEP teacher will conduct workshops for teachers on UDL strategies and the integration of multiple entry points in lessons or units of study in order to address the needs of all students.</li> <li>4. Through our partnerships with the NYC Library, teachers will participate in at least 1 training session with the NYC Library on ordering text sets for their Units of Study.</li> <li>5..30 % of TL funds ( Vision for school Improvement) to hire 6 teacher leaders to work on the creation of units of study that are aligned with the common core standards.CCLS.</li> </ol>

6. .20 % of the TL funds will be used to cover 24 Per diem days to hire substitute teachers so that classroom teachers can visit model schools and attend PD outside of school.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 the following will occur:

1. Two units of study will have been completed by each grade level team
2. 100% of teacher teams will participate in at least 2 professional learning activities around curricular alignment
3. Each student will have completed a project in Science and/or Social Studies.
5. Every grade level teacher team will have conducted at least 2 parent workshops pertaining to the CCLS

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

#### **Strengths:**

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

#### **Needs:**

Although these findings reveal proficiency in this framework element, the 2014 -2015 Online Occurrence Reporting System (OORS) report indicates that there were 212 infractions this school year.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, P.S. 241 will have instituted a Positive Behavior Intervention Support system and maintain student government involvement through participation in school decision making around discipline and student activities to decrease the number of infractions by 10%, as measured by OORS data.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>Administrators will provide PD for all staff to promote Positive Behavior Intervention Strategies (PBIS), including Crisis De-Escalation/Culturally Responsive Education Training, and teach students social emotional skills. Teachers will infuse Character Education in classroom expectations and it will be the focus of assemblies. The school community will promote the ten non-negotiables to foster respect and citizenship among students.</p> <p>Student Council members will be given opportunities to be involved in decision making and peer mediation.</p>	Students, teachers	Sept. 2015- June 2016	Principal, Assistant principal, staff
<p>Every student will be able to identify a trusted staff member who can intervene on his/her behalf as we build a culture of trust. Parent and student surveys and interviews will provide information about students to promote staff knowledge of students. This will allow teachers to incorporate suggestions into lessons and activities.</p>	Students	Sept. 2015 – June 2016	Students, Teachers Admin
<p>Information about school culture, safety and discipline are shared with parents at the beginning of the school year, in the Parent Handbook and throughout the year at PTA meetings, Tuesday Parent Outreach Conferences and positive phone calls.</p> <p>Workshops will promote parental awareness of best practices in social emotional learning and academic work.</p>	Students, Parents	Sept. 2015- June 2016	Teachers, Administrators

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• District Office, in collaboration with New York University staff will train guidance counselor and IEP teacher on effective intervention methods (i.e. de-escalation processes, character education, student leadership and parental involvement) to reduce the number of infractions committed by students</li> <li>• Curricular materials will be provided by the New York University staff</li> </ul>

- Student leadership will work as monitors in the cafeteria, auditorium and at other school events in order to promote responsibility and citizenship; they will also contribute to the creation of a positive behavior plan
- Staff will conduct outreach to parents through surveys, at PTA conferences and Tuesday afternoons during “Meet the Parent” sessions to promote a safe and supportive environment for all
- 5 Per diem days will be set aside from TL (vision for school improvement)) funds will be allocated to hire substitute teachers so that selected teacher leaders can attend professional development at the District Office

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 the following will occur:

- With the help of New York University, the PBIS Committee will implement a five year plan (TAC-D) to support all students academically, socially and emotionally.
- Student government elections will have been held and this body fully formed
- at least 2 meetings will have been held between school and student leaders to consider proposals and suggestions
- Analysis of OORS data will reflect a downward pattern of 5% in the number of OORS related infractions
- Parent outreach logs, PTA and school workshop agendas will reflect at least 3 outreach efforts to inform parents about PBIS and TAC-D

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

#### **Strengths:**

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

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

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

#### **Needs:**

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

- Ensure coherence across classrooms through the provision of feedback centered on high level questioning designed to offer suitable challenges for all students

Design differentiated professional learning opportunities for teachers in order to strengthen instructional practices across classrooms centered around the instructional focus of creating multiple entry points for all learners

- Design opportunities for all teachers to articulate the school’s belief system and consistently incorporate rigorous habits per the instructional shifts, Danielson Framework for Teaching and the Chancellor’s Framework for Great Schools

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will have participated in structured professional learning activities, through teacher teams and Lab Sites to plan instruction. This professional learning will result in a 5% increase of teachers rated highly effective in the 3b, 3c and 3d components of the Danielson’s Framework, as evidenced through formal and informal



Implementation of a collaborative project in all units of study to ensure the contribution and participation of all students in classroom activities	All Teachers,		Teachers  Teacher Leaders, Administrators, C.King and J. Roche (consultants)
Expand collaboration with other schools such as PS 249 and 705 to observe and share Best Practices.	All teachers	Sept. 2015- June 2016	Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
District and Borough Office Staff, Consultants, Administrators, Teacher Leaders conduct workshops and instructional rounds											
CIE Funds for per-session as necessary											
Per-diem funds for coverages of instructional rounds as necessary											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016:
<ul style="list-style-type: none"> <li>•There will be an increase of 3% in the number of teachers rated Effective or Highly Effective in competencies 3b,3c &amp; 3d</li> </ul>

- Administrators will have observed teachers a minimum of two times to gauge progress, and teachers will complete at least two self-reflections.
- Administrators will have evaluated at least two lessons for effectiveness in planning multiple entry points and assessment opportunities.
- Parent outreach forms will reflect that all teachers have contacted at least two-thirds of parents to inform them of student's progress in engagement and class participation

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

#### **Strengths:**

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

#### **Needs:**

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

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, administration will have provided support to 100% of teachers in the advancement of shared leadership, as measured by the participation of a minimum of 90% of teachers and 50% of educational assistants leading professional learning and teacher teamwork across the year in order to ensure the use of effective instructional practices based on student needs to support student mastery for all learners.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Creation of a Professional Learning Committee (PLC), made up of teachers and administrators, will provide a forum by which teachers and educational assistants are given the opportunity to strengthen their leadership skills and capacity as they identify professional learning goals and opportunities to share their expertise with colleagues. Through classroom observations, and instructional rounds we will identify areas to celebrate and share. Professional learning goals will be centered around our instructional focus which is to develop multiple entry points for all learners, including English Language Learners and students with special needs.	Teachers	Sept. 2015 – June 2016	Administrators and teachers
Parents will continue to share decision making through school leadership team (SLT) involvement, Learning Leaders program and the PTA. Administrators continue to maintain an open-door policy with teachers and parents to share concerns and frustrations as well as recognition/encouragement for good practice.  Administrators continue to attend PTA meetings and host Honor Roll breakfast for parents and students.	Parents	Sept. 2015 – June 2016	Parents, Administrators
Administrators will continue to maintain an open-door policy with teachers and parents	Teachers, Parents	Sept. 2015 – June 2016	Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• With the support of the TLP members, 50% of teachers will receive training in facilitative leadership</li> <li>• Each teacher team will have set at least two goals to improve student achievement for the year, and 50% of teachers on each team will have led or participated in at least two professional learning activities toward implementation of said goals</li> <li>• With the support of the TLP, at least 25% of paraprofessionals will have led or participated in professional learning opportunities</li> </ul>
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 the following will occur:

- 50% of the staff will have successfully facilitated a professional learning activity

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

#### **Strengths:**

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

#### **Needs:**

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

The prevailing thought among educators and researchers is that parental involvement is an integral part of student success, which is why P.S. 241 has always had strong partnerships with parents. This highlights the need for greater and more effective parental communication.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the level of parent/family awareness, participation and input will increase by 3%, through the development of additional opportunities for parents to participate in school decision making, activities and celebrations, as measured by the comparison between 2014-2015 and 2015-2016 attendance logs of school events kept by the Parent Coordinator, PTA participation logs indicating attendance at parent/teacher conferences, and grade level workshop, and a 3% response increase in the Learning Environment Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Increase communication with parents in their primary languages via translators, school messenger, telephone, letters, monthly grade newsletters, e-mail, class DOJO, e-chalk, PTA meetings, surveys and the school’s website (PS241.org)</p> <p>Continue to hold Principal Honor Roll Breakfast &amp; Luncheon and Principal for a Day Program</p> <p>Expand enrollment of parents in the Learning Leaders Program</p>	<p>Parents</p>	<p>Sept. 2015 – June 2016</p>	<p>Administrators, Staff, Parent Coordinator</p>
<p>Offer student, teacher and parent led workshops to parents on curricular expectations, ESL and Special Education methodologies, college prep and enrichment opportunities, use of New York City School Account and the school’s website</p>	<p>Parents</p>	<p>Sept. 2015– June 2016</p>	<p>Administrators, Staff, Students</p>
<p>Survey parents and institute a suggestion box to determine topics of interest and areas of need</p>	<p>Parents</p>	<p>Sept. 2015 – June 2016</p>	<p>Administrators, Staff</p>
<p>Listen to parent concerns, address their needs and incorporate ideas into school operation via parent teacher conferences, SLT meetings, school websites and positive phone calls by teachers and administrators.</p>	<p>Parents</p>	<p>Sept. 2015 – June 2016</p>	<p>Administrators, Staff</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Thirty percent of the Title I Parental Involvement Allocation will be allocated by the Parent Advisory Committee (PAC) to train Learning Leaders.</li> <li>• District Parent Advocate will conduct at least 2 workshops for parents</li> <li>• Each grade will conduct at least 4 parent workshops on Tuesday afternoons around the CCLS, school programs and intervention, resources and the use of technology at home</li> <li>• Parent Coordinator (PC) will also conduct monthly workshops around nutrition; the \$500 allocated to the PC will be used to buy refreshments and metro cards for parents.</li> </ul>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016:

- The number of parents who attend workshops(Title I, Learning Leaders Training, Back to School Night, November Parent Teacher conferences, Grade Parent workshops, Middle School Articulation and PTA conferences) will increase by 2% when compared to last year's attendance logs at workshops within the same time period
- We will have an equal number of parents and staff at the School Leadership Team (SLT), as evidenced by agendas, minutes and sign-in sheets
- The list of enrichment activities and programs will be shared with parents via the Parent Handbook, e-chalk, school calendars, parent teacher conferences and PTA meetings

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Children who are performing below grade level based on benchmark assessments, standardized test and Fountas and Pinnell Reading Assessment, and classroom assessments	<p><b>BrainPop</b> - This program creates animated, curriculum-based content that engages students, supports educators, and bolsters achievement.</p> <p>The program’s on-line educational resources include</p> <p><b>BrainPop Jr. (K-2)</b>, Brain Pop, Brain Pop Española, and Brain Pop ESL.</p> <p><b>Award Reading</b> – An interactive, web-based, student-centered learning component that allows practice of actual text reading. The program enables students to build and strengthen literacy</p>	<p><b>BrainPop</b></p> <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● At home online</li> </ul> <p><b>Award Reading</b></p> <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● At home online</li> </ul> <p><b>Wilson Reading System</b></p> <ul style="list-style-type: none"> <li>● Small group instruction</li> </ul> <p><b>Imagine Learning</b></p> <p>Small group instruction</p>	<ul style="list-style-type: none"> <li>● During the school day</li> <li>● After school</li> </ul> <p><u>Award Reading</u></p> <ul style="list-style-type: none"> <li>● During school</li> </ul> <p><u>Wilson Reading System</u></p> <ul style="list-style-type: none"> <li>● During the school day</li> </ul> <p><u>Imagine Learning</u></p> <p>During the school day</p>

		<p>skills.</p> <p><b>Wilson Reading System</b>- a highly structured remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who may require multisensory language instruction.</p> <p><b>Imagine Learning</b></p> <p>Interactive website that provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. This program provides support in 15 languages.</p> <p><b>MyOn</b></p> <p>City initiative meant to improve student literacy skills</p>		
<b>Mathematics</b>	Children who are performing below grade level based on benchmark assessments,	<b>BrainPop</b> – This program creates animated,	BrainPop ● Small group instruction	BrainPop ● During the school day

	<p>standardized test, and classroom assessments</p>	<p>mathematics curriculum-based content that engages students, supports educators, and bolsters achievement. The program's on-line educational resources include</p> <p><b>BrainPop Jr . (K-2),</b> Brain Pop, Brain Pop Española, and Brain Pop ESL.</p> <p><b>Math Playground -</b> An on-line Math Program for students who need a fun way to practice math facts. Math Playground includes a wide variety of math topics, from problem solving and mathematical art to real life math. This program is used in the auditorium, during inclement weather recess</p> <p><b>ST Math –</b> An on-line comprehensive, grade-level math program that utilizes Spatial-Temporal (ST)</p>	<ul style="list-style-type: none"> <li>● At home online</li> </ul> <p>Math Playground</p> <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● At home online</li> </ul> <p>ST Math</p> <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● At home online</li> </ul>	<ul style="list-style-type: none"> <li>● After school</li> </ul> <p>Math Playground</p> <ul style="list-style-type: none"> <li>● During the school day</li> <li>● After school</li> </ul> <p>ST Math</p> <ul style="list-style-type: none"> <li>● During the school day</li> <li>● After school</li> </ul>
--	---	---	--	--

		<p>reasoning to teach math concepts that are</p> <p>aligned to state standards. ss.</p>		
<b>Science</b>	<p>Children who are performing below grade level based on standardized test and classroom assessments</p>	<p>All Fourth Grade students are provided AIS through the Science Cluster Program. The students are given additional support using <b>FOSS</b> materials. The cluster teacher also collaborates with the classroom teacher to ensure cohesiveness in covering the curriculum.</p> <p><b>Science Fridays</b></p> <p>Engage students in hands-on activities and to develop inquiry skills</p>	<p><b>FOSS</b></p> <p>Cluster program instruction</p>	<p><b>FOSS</b></p> <ul style="list-style-type: none"> <li>• During the school day</li> </ul>
<b>Social Studies</b>	<p>Children who are performing below grade level based on classroom assessments</p>	<p><b>Time for Kids – Time for Kids</b> is a division magazine of Time magazine that is produced especially for children. It contains some national news, a “Cartoon of the Week”, and</p>	<p><b>Time for Kids</b></p> <ul style="list-style-type: none"> <li>• Small group instruction</li> </ul> <p><b>BrainPop</b></p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• At home online</li> </ul>	<p><b>Time for Kids</b></p> <p>During the school day</p> <p><b>BrainPop</b></p> <ul style="list-style-type: none"> <li>• During the school day</li> <li>• After school</li> </ul>

		<p>other features in its weekly eight-page publication. It also runs special edition issues, a website which offers daily news coverage and is the home of the <b>Time for Kids</b> “Kid Reporter” program.</p> <p><b>BrainPop</b> – This program creates animated curriculum-based content in social studies that engages students and bolsters achievement</p> <p>Readworks.org and Engage New York are used as supplementary resources.</p>		
<p><b>At-risk services</b> (e.g. provided by the <i>Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</p>	<p>Children who are in danger of being held over, have low attendance and display inappropriate behavior</p>	<p><b>The Guidance Counselor</b> works with children who are having behavioral difficulties in class and supports the classroom teachers.</p> <p><b>The Social Worker</b> provides social services and assistance to improve the social and</p>	<p>The Guidance Counselor</p> <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● One-to-one</li> </ul> <p>The Social Worker</p> <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● One-to-one</li> </ul> <p>The School Nurse</p> <ul style="list-style-type: none"> <li>● One-to-one</li> </ul>	<p>The Guidance Counselor</p> <ul style="list-style-type: none"> <li>● During the school day</li> </ul> <p>The Social Worker</p> <ul style="list-style-type: none"> <li>● During the school day</li> </ul> <p>The School Nurse</p> <ul style="list-style-type: none"> <li>● During the school day</li> </ul> <p>An Automated External Defibrillator program</p>

		<p>psychological functioning of children and their families.</p> <p><b>The School Nurse</b> provides first aid services to all students, and also provides skilled nursing services to those students with a documented need.</p> <p><b>An Automated External Defibrillator</b> program is in operation at our school. CPR and AED training have been provided to the staff.</p> <p><b>Physical Education and Fitness</b> provides students with physical activities to improve health.</p> <p><b>Soccer Program</b></p> <p>Promote team building, sportsmanship, good hygiene and physical fitness.</p> <p><b>Vision Screening - Trained Learning Leader</b></p>	<p>An Automated External Defibrillator program</p> <ul style="list-style-type: none"> <li>● One-to-one</li> </ul> <p>Physical Education and Fitness</p> <ul style="list-style-type: none"> <li>● Group instruction</li> </ul> <p>Vision Screening</p> <p>One-to-one</p>	<ul style="list-style-type: none"> <li>● During the school day</li> </ul> <p>Physical Education and Fitness</p> <ul style="list-style-type: none"> <li>● During the school day</li> </ul> <p>Vision Screening</p> <p>During the school day</p>
--	--	---	---	--

		Volunteers assist with vision and screening.		
--	--	--	--	--

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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>Schoolwide 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><b>Recruitment</b></p> <ol style="list-style-type: none"> <li>1. Administrative staff will regularly attend hiring fairs to recruit highly qualified Common Branch and Special Needs Licensed teachers.</li> <li>2. Mentors are assigned to new and struggling teachers</li> <li>3. We will continue to support the teachers in their ongoing education, which will lead to the completion of a license/tenure, making them highly qualified teachers.</li> <li>4. We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum.</li> <li>5. School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.</li> </ol> <p><b>Retention, Assignments and Supports</b></p> <ol style="list-style-type: none"> <li>1. We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards.</li> <li>2. Administration will continue to provide a supportive school community where collaboration,</li> </ol>

commitment and dedication are fostered.

3. Weekly Grade Meetings provide teacher support through common core aligned curriculum planning, goal setting for teachers and students, shared assessment and the analysis of data.

4. Participate in Teacher Effectiveness Program (TEP) to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS.

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Teachers throughout the school will be provided with high quality professional development across the grades to support them in implementing instruction in accordance with the Common Core Learning Standards.
- Consultants from C. King and J. Rocke will conduct at least 5 professional learning activities with school leaders and teacher leaders on the alignment of the curriculum with the Common Core Standards.
- P.S. 241 is also a member of the Medgar Evers Pipeline Initiative, which provides professional development to both school leaders and teachers toward the preparation of career and college readiness. Such activities include sessions on school leadership, Science, Technology, Engineering and Mathematics (STEM), and parent engagement.
- Assistant principal and three other teacher leaders participate in the Teacher Leadership Program where they receive training on facilitative leadership in order to support our work at P.S.241.
- Paraprofessionals participate alongside classroom teachers in all professional development activities, as well as individualized workshops provided by teacher leaders and Borough Office staff.

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

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

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

## **Part 4: SWP Schools Only**

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

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

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

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

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	458,154.00	X	
Title II, Part A	Federal	158,911.00	x	
Title III, Part A	Federal	11,200.00	x	

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,486,791.00	x	

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Emma Johnston Elementary School (PS241)**, 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. **Emma Johnston Elementary School (PS241)** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- host the required Annual Title I Parent Meeting on or before October 30 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)**

**Emma Johnston Elementary School (PS241)** , 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 on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 by October 31<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;

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>44</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Description of Program:

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

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

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

Language of Instruction:

The program's language of Instruction is English.

Service Providers:

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

Types of Materials:

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

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ Professional Development:

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

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

\_\_\_\_\_

-

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Parental Involvement:

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

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

\_\_\_\_\_

\_\_\_\_\_

-

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$6,7 99.32 – Per Session</u> <u>\$1120 – Professional</u> <u>Development</u>	After School Program: 3 teachers X 22 X 2 hours X 5 1 . 51 = <u>\$6,7 99.32</u> <u>Professional Development : \$1120</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>none</u>	<u>none</u>
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>	<u>\$2160.68</u> <u>Treasure Chest</u> <u>Imagine Learning</u> <u>General Supplies</u>	<u>Supplemental materials used for the</u> <u>program – Consumable</u> <u>General Supplies for the children</u> <u>(portfolios, paper, copy paper,</u> <u>pencils, rulers, paint, etc.)</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$1120</u>	<u>Parent Involvement</u> <u>3 Workshops</u>
<b>TOTAL</b>	<b><u>\$11200</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>241</b>
School Name <b>Emma L Johnston</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Frantz Lucius</b>	Assistant Principal <b>Tamara Foy</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Marie Jean</b>	School Counselor <b>Frank Alcamo</b>
Teacher/Subject Area <b>Matilde Crepin</b>	Parent <b>Jeanette Lett-John</b>
Teacher/Subject Area <b>Marcia Walker/SETSS</b>	Parent Coordinator <b>Paulette Morissette</b>
Related-Service Provider <b>Stacey Bastien Renelique</b>	Borough Field Support Center Staff Member <b>Soeurette Fougere</b>
Superintendent <b>Clarence Ellis</b>	Other (Name and Title) <b>Stresson Stoddard School Psych</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	609	Total number of ELLs	42	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>		<b>Newcomers</b> (ELLs receiving service 0-3 years)	38	<b>ELL Students with Disabilities</b>	3
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	38		2	4		1				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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

**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	0

\* EP=English proficient student

**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 is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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	0	1	1	1	2	3								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	0	0	0	0	1	0								0
Haitian	0	1	1	1	0	0								0
French	1	0	0	0	0	0								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	6	7	5	6	5	0								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	4	5	1	1	2	1								0
<b>Emerging</b> (Low Intermediate)	2	1	2	1	2	0								0
<b>Transitioning</b> (High Intermediate)	1	1	0	1	1	0								0
<b>Expanding</b> (Advanced)	0	2	4	5	3	2								0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	1	2	0	0
5	2	1			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	4		2		0		2		0
5	2		1		0		0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		3		3				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school will use a number of assessment tools to assess the early literacy skills of our ELL population. They are: Fountas & Pinnell Running Records, DIBELS (Dynamic Indicators of Early Literacy Skills), and Treasure Chest. The data from these assessments give us specific information in regard to the needs of individual students as it pertains to phonemic awareness, phonetic development, vocabulary development, narrative skills and fluency. This information will inform instructional focus, differentiation of lessons, and type of intervention. Data results indicate that 56% of first graders and 57% of kindergarteners are performing at entering levels. Consequently, our focus will be on developing early literacy skills for these grades and for students in other grades who fall within this category. From second through fifth grade, the majority of students are at the expanding level, so the implication for teachers is that they provide opportunities for students to interpret tables, pictures, and charts to effectively participate in discussions.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The Spring NYSESLAT results show that there are more students at the beginning level in grades K-2. Historically, our school has registered a greater number of early grade students who are new to the country. So this accounts for the high number of students at the beginning level. There is also a greater number of students performing at the expanding or advanced level. This number reflects the growth achieved as students become more immersed in the target language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The school uses AMAO calculations to determine the percentage of students attaining English Language proficiency levels and adequate yearly progress. Analysis of this data informs our decision-making around instruction, teacher workshops, and intervention for individual students. NYSESLAT scores for the 2014-2015 school year reveal that 57%, 63% and 67% of students in grades 2, 3 and 5 respectively are at the expanding level, while 22% of first graders and 33% of fourth graders attained the same level. Most kindergarten students were performing at the beginning level.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - a) As stated above, students in the early grades are not as proficient as students with more years in the ENL Program. No students have opted to take any tests in their native language.
    - b) The school leadership and teachers disaggregate data from the ELL periodic assessments to determine types of teacher workshops ,as well as to plan individual and group instruction. Teachers are also involved in Professional Learning Communities where they analyze student work, research best practices and develop strategies for instructing ELLs.
    - c) Periodic assessments reveal that, across the grades, ELLs have difficulty with academic vocabulary, writing, and interpreting charts. Also, wherever possible, the home language is used to bridge the gap between prior knowledge and new concept. It is also used to facilitate the transfer of knowledge in the content areas.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level after we have identified characteristics of ELL students as children and learners. Students move into Tier 2 and Tier 3 if, based on baseline or interim assessments, they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets .
6. How do you make sure that a student's new language development is considered in instructional decisions?

Teachers will leverage students' funds of knowledge and skills as a foundation for new knowledge. Quality core instruction links students' background knowledge and daily lives to the content at hand, and provides experiences that show abstract concepts drawn from, and applied to, the everyday world.

7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The effectiveness of our program will be evaluated through one or more of the following:  
--NYSESLAT results ( Number of students who have made 1 year progress)  
--New York State ELA and Math standardized test results (Number of students who have made 1 year progress.  
-- Pre and Post test results for grades K-3(Number of students who moved at least 1 level in a year)  
--Fountas & Pinnell Reading Running Records (Number of students who have moved 3 reading levels in one year  
--State Science test results (Number of students who have made 1 year progress )  
--Teacher Teams' analysis of students' work/Teacher Effectiveness

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
During enrollment, trained school staff members, the pupil personnel secretary, and ESL teacher administer the Home Language Identification Survey (HLIS) to determine the new student's home language. Members of the team, usually the teachers who are fluent in the parents' language interview and guide the parents in completing the Home Language Identification Survey (HILS) in a language of their choice. The pupil accounting secretary ensures entry of the information in the designated ATS screen. Once the ESL teachers at the school collect the HILS forms and determine that a language other than English is spoken at home, the NYSITELL that indicates the level of English proficiency is administered within 10 days of admission. The Parent Survey and Program Selection forms are placed in the student's cumulative file and remain a part of his or her permanent record.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In conjunction with parent interviews, baseline assessments given within 30 days of enrollment will determine SIFE status.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section).

The LPT is comprised of

- The school administrator
- The ENL teacher
- The School Psychologist
- The student's parent or guardian
- IEP/SETSS Teacher

If a student has an IEP and Home language is other than English, The Language Proficiency Team (LPT) will review evidence of the student's English language development including:

- 1) Information derived from the HLIS Form
- 2) The student's history of language use in the school and home or community
- 3) Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT will make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal will accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teacher informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language. The following letters are downloaded and sent home with each child:

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

At the time of the school's notification of ELL status, parents will also be informed in their preferred language of their right to appeal the identification. Parents must submit a written request, within 45 days of enrollment, that the ELL Identification Process be administered a second time.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents usually make selections after viewing the Parent Orientation Video. At this time, parents are given assistance in filling out Parent Surveys and Program Selection forms. This process ensures timely submission of their choices.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parents who did not attend Orientation or have not returned completed forms are urged to do so by means of written requests and follow up with telephone outreach attempts, which will be tracked and maintained at the school.
9. Describe how your school ensures that placement parent notification letters are distributed.
 

The school will send parents a placement letter (in the parents' preferred language) with the child, indicating the program in which their child has been placed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents are kept in the student's cumulative record. The ELL documents will be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, the school will maintain an ELL Folder of Critical Documents in a central location for ease of review, in compliance with all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA).
11. 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.
 

Prior to testing, the ESL teacher attends a training workshop on how to administer and prepare our ELL students in the four modalities (listening, speaking, reading and writing) of the NYSESLAT. This teacher, in turn, trains all other staff members who will be involved in the administration of the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 

Parents of students who have continued entitlement to ELL services (based on the NYSESLAT) receive a letter of continued entitlement at the beginning of the school year in which the student continues to be entitled. Letters, in the preferred language of the parent, are given to each student to be taken home.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 

For the past few years, the majority of the parents have selected ESL as their program of choice. Approximately 99% of the parents requested the ESL program since they generally want their children to assimilate as quickly as possible.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.
 

The students are placed in age/grade appropriate educational setting, giving consideration to all placement criteria and adequate support to gain English Language proficiency as well as access to core content and all programs, services and extra-curricular activities. Standard based literacy instruction is provided in English for the ENL Push -in/Pull-out program, following the Language Allocation distribution.

English will be the language of instruction in the program. The students are heterogeneously grouped within each grade. All students receive instructions in general education or Integrated Co-teaching classrooms, in which cluster teachers are deployed to enrich the curriculum. Instruction will be developed around real life, meaningful and purposeful experiences. All of the lesson activities will be based on strategies that have been proven successful with English Language Learners.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
- Based on the students' NYSITELL and the NYSESLAT scores and in accordance with CR Part 154, students at the entering and emerging levels receive 360 minutes of ESL instruction weekly. Students at the transitioning and expanding levels receive 180 minutes of instruction. Students at the commanding (proficient) level continue to receive services for an additional two years.
3. Describe how core content is delivered in each program model. 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.
- Analyzing the data from the NYSITELL and the NYSESLAT, the school will make informed decisions on content area instruction, taking into account the language acquisition and development. The data reveal that our ELLs across the grades perform poorly in writing. Therefore, thematic units of instruction will be planned to meet the performance standards for each grade level. These units will provide differentiated instructions to group of students by level of language fluency and academic proficiency in the content area. Instructional units will be designed to meet the Common Core Learning Standards for each grade level while attending to the needs of our ELL students. Classroom teachers of ELLs, Title I, SETTS, ENL and cluster teachers will collaborate to apply best practices (e.g. cooperative learning, think-pair-share, visuals, scaffolding, Picture Inductive Model, the Total Physical Response, the carousel walk, and hands-on projects) in the delivery of instruction and ultimately elevating the levels of students' performance in standard based assessments.
4. How do you ensure that ELLs are appropriately evaluated in their home 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?
- P.S. 241 is a data informed school. At the beginning of the school year, we assess our students' language modalities through an initial assessment and the Pearson ELL periodic assessment which is administered in the fall. The information gained from these assessments enable us to develop instructional plans that meet the specific needs of our ELL students. To continuously monitor their progress, formative assessment becomes an integral part of instruction. Our summative assessment such as midterm exams, students' portfolios, unit exams, the spring administration of the Pearson ELL periodic assessment and the NYSESLAT help to determine our student's progress in all modalities of English acquisition.
6. How do you differentiate instruction for each of the following ELL subgroups?
- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status
- 6a. The instructional plan for SIFE will be as follows:
- ENL and classroom teachers will
- Draw on their prior knowledge
  - Make connections with what they already know
  - Provide explicit instruction in word identification, phonological awareness, and vocabulary instruction
  - Provide sequential and structured opportunities to practice English
- 6b. The instructional plan for ELLs who have been in the US schools for less than three years will be as follows:
1. Intensive English development instruction teaching social studies and academic language in small group settings
  2. Extended 50 minute block small grouping
  3. Title III After-School program
  4. Individual tutoring
  5. Language development
  6. Cooperative learning
  7. Integrated cultural activities
  8. Recognition of students' native language
- 6c. The plan for ELLs receiving service 4 to 6 years is as follows:
- The ENL teacher as well as the classroom teachers will follow the Children's Initiative Curriculum using balanced literacy program which consists of:

1. Independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive

read aloud and vocabulary word study.

2. Cooperative learning
3. Title III After-School program
4. Integrated cultural activities
5. Recognition of students' native language

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

The Language Proficiency Team will examine:

- The quality of the core instruction
- The quality of the relationship between teacher and students
- How ELL students are supported within the classroom
- Quality of interest and motivation
- How we measure the students' opportunities to learn
- The possibility that the student may need additional intervention by consulting with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

6e. Former ELLs will receive .5 unit of study per week or 90 minutes of instruction per week per year.  
two years.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services

8. 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?

Some common academic intervention options are as follows:

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

The instructional plan includes a variety of strategies such as note taking, brainstorming, visuals, hands-on activities, concept poster, vocabulary word chart, music, poetry, role-play, Total Physical Response, activating prior knowledge, graphic organizer, Think-Pair- Share, and cooperative learning group, and online learning such as Imagine Learning, ST Math and Tumble Books, etc.

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

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

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

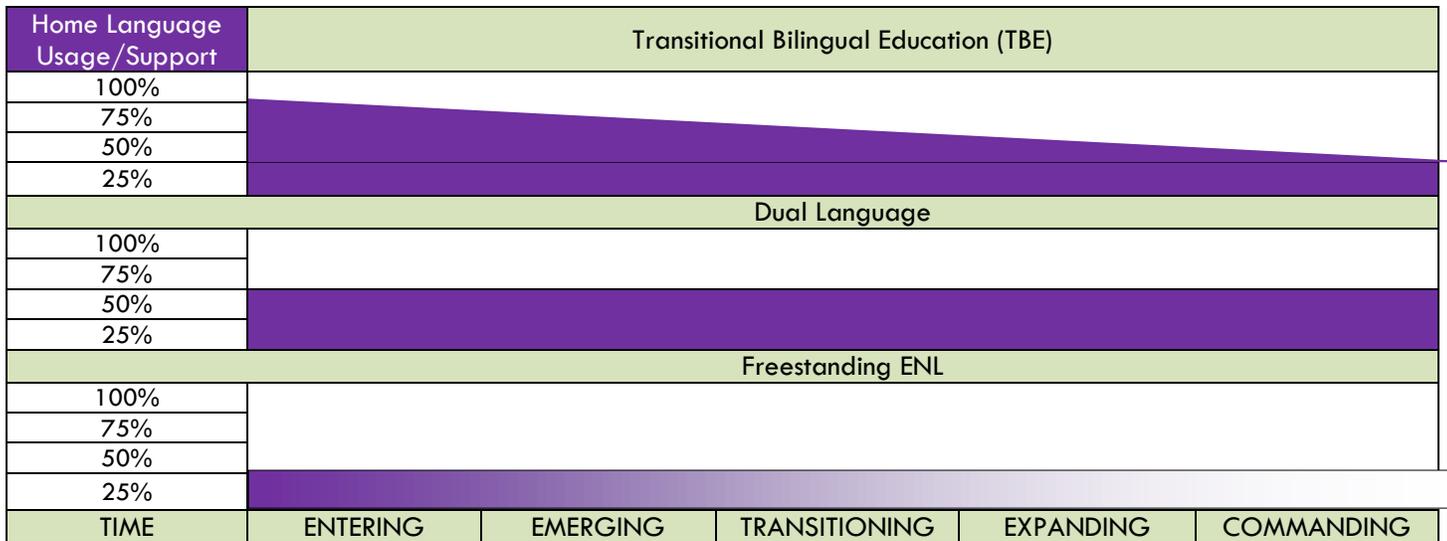


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
ELA--The programs targeting our ELLs in ELA is Treasure Chest, which supports all aspects of language acquisition; Imagine Learning, an on-line program which offers instruction in several languages, and Engage NY, the school-wide program.  
Math--The Go Math program which is used throughout the school, bolsters students' understanding through a highly interactive learning environment that presents even the most abstract concepts with ease. The program is presented to students in the context of real -world examples. ELL students are able to develop fluency in critical skills, math reasoning, conceptual understanding and problem solving skills.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The effectiveness of our program will be evaluated through one or more of the following:  
--NYSESLAT results which show progress which show number of students who made 1 year progress.  
--New York State ELA and Math standardized test results which show number of students who made 1 year progress.  
-- Pre and Post test results for grades K-3 which show number of students who moved at least 1 level in a year.  
--State Science test results which show number of students who made 1 year progress and finally the  
--Teacher Teams' analysis of students' work.
12. What new programs or improvements will be considered for the upcoming school year?  
We will continue to use technology as an innovative teaching tool in our program. We will also improve progress monitoring as it pertains to the RTI process for ELLs.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL students have access to all programs in our school, especially the Title III which provides high quality supplemental instructions to this target group. ELLs scoring at the Beginning and Intermediate levels in ESL proficiency are given priority in this program. Our primary goal in this program is to further develop their language acquisition skills in all the four modalities: listening, speaking, reading, and writing. In addition to their participation in the Saturday Academy, our ELL students are actively involved in the performing Arts. As members of the Music Department's Bell Ensemble and the Vocal Choir, they perform at Carnegie Hall once a year. Under the direction of our Assistant Principal, they participate annually in the P.S. 241 School Holiday Spectacular Show. All of the ELLs take part in Young Audience, a Performing Arts program in which professional artists perform for our students.  
Our soccer team, comprised largely of ELL students, won the Sports and Arts Foundation Soccer Tournament for Elementary Schools. Finally, the ELLs are also very active in student government.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The instructional materials being used support the modalities of language acquisition - listening, speaking, reading and writing. In our ENL program, we will use leveled readers and culturally relevant materials to accelerate the learning process. Our ENL teacher will use a variety of literary genre and resources to enhance language acquisition. For instance, our ELLs will have access to Imagine Learning, a literacy-based online program, Treasure Chest which is a differentiated reading program, Options Language for Learning, a Content Vocabulary-Based program, Comprehensive Reading Assessment, Engage New York and Go Math.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
To support the native language in our ENL program, ELL students are allowed to communicate in their home language with their peers in class and anywhere in the school environment. Bilingual dictionaries as well as other cultural relevant materials are available in the ENL classroom. The ENL teacher uses cognates with Beginning level students. Finally, some classroom teachers adapt the Buddy system- pairing an English speaking with a non-English speaking student.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The students are placed in age and grade appropriate educational setting giving consideration to all placement criteria and adequate support to gain English proficiency, as well as access to core content and all programs, services and extra-curricular activities. Standard-based literacy instruction is provided in English for the ENL pull-out program.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Our school provides an intensive English development to newly enrolled ELL students:  
-Instructional planning integrates all four basic English skills-listening, speaking, reading and writing  
-Extended 50 minute block small grouping  
-Provide training in ESL techniques to classroom teachers

- Articulation between ENL and classroom teachers
- Title III After -School program
- Integrated cultural activities
- Recognition of students' native language

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

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

September

  - Chancellor's Framework for Great Schools /Danielson Framework and Common Core Practices

-October

  - Reading comprehension strategy for beginning ELL students/PBIS/Math K-5 Environment for Success/RTI Process

November

  - Align ENL instruction to the Common Core Standards

-December

  - ESL Best Practices

-January

  - Using technology to enhance language learning

- February

  - Applying Multiple Intelligence Theory to instructional practices

- March How to use portfolio assessment

  - Using the NYSESLAT to inform instruction in content area learning

-May

  - Developing instructional unit of study
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our ELL teachers will be provided with training on data analysis, the use of Danielson framework in implementing ESL instruction, and the alignment of ESL instructional plan to the Common Core Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order for our ELLs to make a successful transition to middle school, we will continue a series of training workshops that will support the following staff:

  - Teachers of ELLs
    - . Teaching writing skills in the content areas
    - . How to help ELLs develop good study habits
    - . Conducting research in assessing learning needs of the ELL students
  - Guidance Counselor
    - . Child abuse and Reporting Procedure
    - . Procedure to facilitate the application and articulation Process
    - . Peer Mediation and Counseling Procedures
    - . Teaching and Counseling Procedures involving Core Values and Respect Concepts
  - Parent Coordinator
    - . Child Abuse and Reporting Procedures
    - . Family Resources For Needy Family
    - . Bullying and its Consequences
  - Secretaries
    - .BESIS DATA(BNDC) Parent Option Choice
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The school will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Records of professional development, including agendas and attendance, will be kept by the principal.

Tentative schedule of workshops:

-October

Who are the ELLs? Demographic/Stages of Language acquisition

-November

Identifying ELLs at risk through the RTI model

-December

ENL Best Practices

-January

-Sharing of ESL Materials and instructional plans

-February

Using the NYSELAT results to inform instruction in the monolingual classes of ELL students

-March

-Differentiated instructions in the monolingual classes of ELLs

-April

Using technology to enhance Beginning ELLs language learning

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The schools will individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting will be held at a time that is mutually convenient to parents and staff and will include any school personnel necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Such meeting will be conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Attendance will be recorded and records kept by the ENL Teacher.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Like the monolingual parents, The ELL parents are very active in our school. They regularly attend orientation, PTA meetings, Parent teacher conferences, Assemblies, assist classroom teachers on educational trips, support our fundraising and provide volunteer services in the lunchroom and other areas as needed. To support the efforts on the part of the parents, our Parent Coordinator maintains constant communication with them. She schedules and encourages the ELL parents to attend workshops to become Certified Learning Leaders, nutrition, parenting classes, technology, the Title I in which Cluster and Funded teachers present their programs at the beginning of the school year. In addition, the Parent Coordinator helps to update materials focusing on the various curricula, and parents of ELLs receiving school related materials in English and in the other languages.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school is affiliated with the Haitian American United for Progress (HAUP) a community based-organization. Since last year, HAUP has established an after school program in P.S.241. Many of our students, including ELLs, are participants of that program.

5. How do you evaluate the needs of the parents?

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

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

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

### D. Additional Information

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

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



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frantz Lucius	Principal		1/1/01
Derek Jones/Tamara Foy	Assistant Principal		1/1/01
Paulette Morrissette	Parent Coordinator		1/1/01
Marie Jean	ENL/Bilingual Teacher		1/1/01
Jeanette Lett-John	Parent		1/1/01
Mathilde Avitus Crepin	Teacher/Subject Area		1/1/01
Marcia Walker	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Frank Alcamo	School Counselor		1/1/01
Clarence Ellis	Superintendent		1/1/01
Souerette Fougere	Borough Field Support Center Staff Member _____		1/1/01
Stresson Stoddard	Other <u>School Psychologist</u>		1/1/01
Stacey Bastien-Renelique	Other <u>Speech Pathologist</u>		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 17K241**      **School Name: Emma L Johnston Elementary School**  
**Superintendent:**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Overwhelmingly, parents' preferred language for both written and oral communication was English. However, Fulani, Haitian Creole, Spanish and French were also listed as preferred languages by a small fraction of our parents.

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The school typically disseminates the following documents in several languages: Title III after-school program information, New York State testing dates,

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to face meetings include: Meet the Teacher Night, ELLs Parent Orientation, Parent -Teacher Conferences, Training Workshops for Parents(Consult Ms. Morrissette)

## Part C: Providing Language Assistance Services

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translation services are provided to parents for a number of purposes throughout the school year. Important communications from the school or district are translated into Haitian Creole, French, and Spanish prior to being sent home. The ESL teacher and Principal provide ongoing written bilingual translation services for all parents. Where the school lacks the capacity, we will use the Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation services are provided for all parents and family members who require assistance at school related meetings. Parents attending school conferences and/or educational planning conferences,

including annual reviews, have been routinely provided with translation services by in-house school staff. This is facilitated by the ENL and other teachers or bilingual paraprofessionals. The Translation and Interpretation Unit will also be used.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator will provide orientation to all staff members on how to use translation services and the over-the-phone interpretation service. Training materials will include, but are not limited to, T&I Brochure, Language ID Guide and Language Palm Card.

#### **Part E: Providing Notice of Language Assistance Services**

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

With regard to translation and interpretation services, parents will be notified via meetings, workshops, Open School Night presentation, bulletin boards and letters sent home in student backpacks.

#### **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will gather feedback from parents on the quality and availability of services via parent surveys, meetings, workshops, Parent-Teacher conferences, school events and casual conversations.