

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

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

**31R041**

**School Name:**

**P.S. 041 NEW DORP**

**Principal:**

**JENNIFER LOGAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 41 School Number (DBN): 31R041  
Grades Served: PreK-Grade 5  
School Address: 216 Clawson Street  
Phone Number: 718-351-6777 Fax: 718 667 8200  
School Contact Person: Jennifer Logan Email Address: Jlogan7@schools.nyc.gov  
Principal: Jennifer Logan  
UFT Chapter Leader: MaryAnn Cornacchio  
Parents' Association President: Maria Lombardi  
SLT Chairperson: Lizette Claro  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Maria Lombardi  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, New York  
Superintendent's Email Address: ALodico@schools.nyc.gov  
Phone Number: 7184205657 Fax: 7184205677

**Borough Field Support Center (BFSC)**

BFSC: Staten Island Director: Kevin Moran  
Director's Office Address: 715 Ocean Terrace, Staten Island, New York  
Director's Email Address: KMoran2@schools.nyc.gov  
Phone Number: 9177557339 Fax: 7183916109

## 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)
Jennifer Logan	*Principal or Designee	
MaryAnn Cornacchio	*UFT Chapter Leader or Designee	
Maria Lombardi	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Maria Lombardi	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gina Ocasio	Member/ Teacher	
Jacqueline Fileccia	Member/ Teacher	
Tara Persico	Member/Teacher	
Jennifer Fulton	Member/ Teacher	
	Member/Custodian	
Jenny Smith	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Robin Coughlan	Member/ Parent	
Lizette Claro	Member/ Parent	
Marianna D'Aquino	Member/ Parent	
Diane Columbo	Member/ 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

P.S. 41, The New Dorp School, is an elementary school with 706 students from Pre-kindergarten through Grade 5. The school population comprises 3% Black, 29% Hispanic, 60% White, and 6% Asian students. The student body includes 10% English language learners and 21% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 93.5%.

**Mission Statement:** P.S. 41, The New Dorp School, is committed to educating each student enabling them to reach their fullest potential. We promote qualities such as integrity, collaboration, initiative and discipline. Using research based teaching strategies and effective instructional practices we deliver a cutting edge curriculum in every classroom. We empower our students to become critical readers, analytical thinkers, comprehensive writers, and eventually successful college graduates. We strive to produce lifelong learners who are capable of meeting the challenges of a 21<sup>st</sup> century globally economic world. Our measurable success is due to the true collaboration of the P.S. 41 stakeholders, instructional leaders, highly qualified teachers, dedicated parents, and determined students.

**Instructional Focus :** All staff and students at P.S. 41 will engage in a whole school initiative to provide meaningful and actionable feedback to all students to increase the independent application of skills in all content areas.

Assessments are created collaboratively during teacher team meetings, and administered across grade levels and content areas. Teachers use a rubric to assess the rigor in student work and alignment to standards. During English Language Arts (ELA) and Mathematics teachers use data from pre-assessments to work with students to create individual goals aligned to key skills identified in the instructional units. Teachers use a variety of checks for understanding such as turn and talk and exit slips to target and support areas of concern in students' academic skills. All rubrics are aligned across grades to assess student understanding in Kindergarten-Grade 5. A pedagogical shift toward increased effective practices that focus on strengthening reading and writing instruction to foster student independence is a team initiative across the school and is aligned to the Danielson Framework for Teaching. There is a school-wide visible focus on student engagement and accountable talk using targeted questioning and discussion techniques.

Parents are consistently receiving information regarding their children's academic progress. P.S. 41 offers multiple opportunities for families to communicate with their teachers. Examples include the Parent Handbook, School Messenger , and emails. Parents can also take part in "Chat with the Principal," in an open monthly meeting. Teachers used the parent-teacher conferences in September to explain to parents what students will be learning at each grade for the current school year and in May, what they will be learning the following year. The school calendar shows monthly events for parents and families to engage in learning opportunities. A series of parent workshops are offered to support their understanding of the school's expectations and students' academic growth.

### 31R041 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	709	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	48.9%	% Attendance Rate		93.3%
% Free Lunch	49.0%	% Reduced Lunch		12.5%
% Limited English Proficient	8.0%	% Students with Disabilities		25.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		4.1%
% Hispanic or Latino	28.8%	% Asian or Native Hawaiian/Pacific Islander		5.0%
% White	60.9%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.73
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	35.2%	Mathematics Performance at levels 3 & 4		46.4%
Science Performance at levels 3 & 4 (4th Grade)	91.5%	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		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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	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.

During the initial Fall observations of the 2014-15 Danielson Observation Cycles, informal walkthroughs, and analysis of student work samples, it was found that the main areas of feedback for teacher practice were Domain 1, Designing Coherent Instruction, and Domain 3, Engaging Students in Learning. As a result, there was a collaborative school-wide decision to gradually abandon the ReadyGen program and implement the Teachers College Reading and Writing Units of Study. Four full day planning sessions were conducted per grade throughout the year for the purpose of unit planning. Teachers worked with the Coach and Administration to design Units of Study aligned to the CCLS. Planning for the 2015-16 school year was conducted in May 2015 to support teacher knowledge of content and to ensure alignment and coherence. The feedback from staff at the End of Year Conferences further emphasized the impact of this work. With the Units of Study developed in advance, teachers now have a concrete vision of the instructional and curricula expectations, affording the opportunity to focus on designing tailored whole class, small group, and individualized instruction to advance student learning for the 2015-16 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–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, through collaborative planning and professional development, all teachers will provide tailored instruction to engage all learners resulting in a 5% increase of Effective and Highly Effective teacher ratings in Components 1e, Designing Coherent Instruction, and 3c, Engaging Students in Learning, as evidenced through the Danielson Observation Cycles.

### 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>Analysis of student data at the grade and teacher level. Student data will consist of NYS ELA and Math performance levels, pre and post assessments in Reading, Writing, and Mathematics, benchmark assessments, and conference notes.</p>	<p>Teachers and students</p>	<p>Benchmark windows</p> <p>Four-five week pre and post assessment results (8x per year)</p> <p>Conference notes reviewed (3x per year)</p> <p>Weekly inquiry cycles</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Coach</p> <p>Teacher Teams</p>
<p>All staff will engage in professional development cycles centered on designing engaging and coherent instruction with an emphasis on inquiry based learning, small group, and individualized instruction. The vertical Special Education and ELL Teams will align to support SWDs and ELLs.</p>	<p>Teachers and students</p>	<p>September 8-June 28</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Coach</p> <p>Instructional Leads</p>
<p>Teacher teams will meet weekly to engage in collaborative inquiry through the use of a protocol to analyze authentic student work samples, develop next steps, and support strategic instructional planning for all learners.</p>	<p>Teachers and students</p>	<p>September 8-June 28</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Coach</p> <p>Teacher Teams</p>
<p>Student data will be tracked and distributed to parents/guardians.</p>	<p>Teachers and students</p>	<p>Benchmark Assessment Periods</p>	<p>Principal</p> <p>Assistant Principal</p>

			Coach
			Teacher Teams

**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.											
-Substitute coverage for professional development sessions -Administration											
-Professional consultants -ELA & Math Coach											
-Teachers College Reading Units of Study											
-Mentor teaching texts and student independent reading texts											
<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		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.										
Progress will be monitored throughout the year through analyzing the following benchmarks:										
-End of observation cycle data										
-ELA and Math school-wide assessment results (Fall, Winter, Spring)										
-TC Assessment Pro data (Fall, Winter, Spring)										
<b>Part 5b.</b> In <b>February 2016</b> , 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.

During the 2014-15 school year, as we modified the Writing Curriculum, we began to integrate self and peer assessments in the area of Writing through the use of student facing checklists. This began to increase student independence, as expectations were clearly communicated. Growth was noted from pre to post assessments as evidenced by teacher rubrics. Students also began to identify areas of strength and next steps. As we plan for the 2015-16 school year, we have identified the need to expand this practice to additional content areas. Moreover, through the expansion of clearly communicated expectations, checklists, rubrics, and conferring, students will be able to identify specific learning goals and develop academic behaviors such as resiliency in working through challenging tasks, accountability for their work, and collaboration through peer support and assessment.

### 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, expectations will be clearly communicated to students through the use of checklists, rubrics, teacher and peer support, to develop independence, accountability, and resiliency toward meeting learning goals as evidenced by student progress from pre to post assessments identified through rubrics, student self-assessments, and learning progressions.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Clearly define Unit expectations through collaborative planning. Teachers will incorporate opportunities for immersion into each Unit of Study through the use of mentor texts, anchor papers, and an analysis of student checklists.</p>	<p>Teachers Students</p>	<p>September 9- June 28</p>	<p>Administration  Coach  Teachers  Students</p>
<p>Provide pre and post assessments in Reading, Writing, and Mathematics for each Unit of Study across the year.</p>	<p>Teachers Students</p>	<p>September 9- June 28</p>	<p>Administration  Coach  Teachers  Students</p>
<p>Incorporate opportunities for self and peer assessments. Support students in identifying learning goals through individual conferences. Monitor progress toward goals</p>	<p>Teachers Students</p>	<p>September 9- June 28</p>	<p>Administration  Coach  Teachers  Students</p>
<p>Analyze pre and post assessment data following each Unit of Study. Track and monitor progress.</p>	<p>Teachers</p>	<p>September 9- June 28</p>	<p>Administration  Coach  Teachers  Students</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

-Reading and Writing Units of Study

-Substitute coverage and scheduling for planning sessions  
-ELA & Math Coach

-Administration

**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		Title III, Part A		Title III, Immigrant
X	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.

Progress will be monitored by collecting pre and post assessment results following each Unit of Study.

**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.

During the 2014-15 school year, the focus of professional development during the extended Monday sessions was enhanced to support the implementation of Professional Learning Teams. With the modification to the curriculum beginning in October 2014, there was the need to provide opportunities for teacher teams to develop their knowledge of the new Units of Study. Formative assessments were designed that were uniform across each grade to support the analysis of student work through the use of a protocol. With a uniform curriculum in place, the emphasis moving forward as evidenced through an analysis of student assessment data, referral rates, and review of student IEPs suggests the following:

-To continue to develop grade level teacher teams with an emphasis of analyzing student work and data trends within the grade and individual classrooms in order to identify students’ strengths and areas of need for the purpose of tailored instruction for each learner.

-To develop a vertical Special Education team for the purpose of analyzing and developing IEPs that support alignment of the PLOP, annual goals, and accommodations.

-To develop a vertical Language team for the purpose of enhancing the Dual Language and ESL programs.

-To develop a vertical team comprised of Related Service Providers, ELL, and Classroom Teachers to increase communication, share best practices, and create developmentally appropriate learning tasks to allow access to the curriculum and reduce the referral rate.

-To provide opportunities for alignment across content areas and the Arts through shared planning incorporating Classroom Teachers, Related Service Providers, and Clusters.

### 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 work together in horizontal and vertical teams to increase communication, enhance school-wide alignment, deepen knowledge of curriculum and instruction, and build capacity amongst the staff to improve student learning resulting in a 5% increase in students performing at Levels 3 and 4 in ELA and Mathematics as evidenced through formal and informal assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Form horizontal and vertical teams and develop a schedule for professional learning cycles for the 2015-16 school year.</p>	<p>Teachers</p>	<p>June 30-September 4</p>	<p>Administration Coach Teacher Teams</p>
<p>Provide professional development focused on inquiry cycles and establish long and short term goals</p>	<p>Teachers</p>	<p>September 8-October 5</p>	<p>Administration Coach Teacher Teams</p>
<p>Provide professional development focused on data analysis, conferring, and small group instruction</p>	<p>Teachers Students</p>	<p>September 8-June 28</p>	<p>Administration Coach Teacher Teams</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>											
<p>Substitute coverage for professional development</p> <p>Adjust school-wide prep schedule to allow for built in team opportunities</p> <p>Internal and external staff development</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

Progress monitoring will be ongoing, through the collection of pre and post assessment results, teacher team agendas, and conference notes.

**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.

Professional conversations throughout the 2014-15 school year and at the End of Year Conferences with individual teachers revealed the staff’s desire to continue to incorporate opportunities for grade level planning sessions. It was communicated by the staff that the ability to meet and plan with colleagues with the professional support of the Administration and Coach had a positive impact on teaching and learning. Also communicated was the desire to continue working in Professional Learning Teams to further develop Units of Study. In addition, the staff communicated the impact to teaching and learning that occurred through specific feedback and learning opportunities during the Danielson Observation Cycles. This was also highlighted in the May 2015 Quality Review. The preliminary feedback during the exit conference centered on the seamless revision to the curriculum and the positive impact felt by the staff in having opportunities to work together throughout the year with professional support.

### **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, the professional growth of teachers will be nurtured and developed through collaborative efforts, professional learning structures, and frequent opportunities to receive regular and helpful feedback by the Administration and teacher teams. This will result in a 5% increase in Systems For Improvement on the NYC School Survey, specifically in the area of providing time for collaboration among teachers and giving regular and helpful feedback aligned to teaching and learning.

### **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>• 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>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Schedule Initial Planning Conferences and discuss professional goals aligned to the 2014-15 feedback and 2015-16 Instructional Focus.</p>	<p>Teachers</p>	<p>September 8-October 2</p>	<p>Administration</p>
<p>Develop observation cycles. Provide actionable and timely feedback, highlighting growth and next steps.</p>	<p>Teachers</p>	<p>September 16-June 3</p>	<p>Administration Coach Teachers</p>
<p>Provide professional support through collaborative planning sessions, differentiated professional development, and intervisitation.</p>	<p>Teachers</p>	<p>September 16-June 28</p>	<p>Administration Coach Teachers</p>
<p>Analyze Advance data, teacher feedback, student data, professional development agendas to reflect and revise.</p>	<p>Teachers Students</p>	<p>September 16-June 28</p>	<p>Administration Coach Teachers</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>											
<p>Substitute coverage for professional development and planning sessions</p>											
<p>Internal and external staff development</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

Progress toward the goal analyzed following each observation cycle and through a Needs Assessment Survey provided in the Fall, Winter, and Spring.

**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.

During the 2014-15 school year, there were many opportunities that welcomed families into the school consisting of but not limited to workshops conducted by the ELA and Math Coach, Chats with the Principal, PTA Family Fun Nights, assemblies, fairs, conferences, and class and grade level workshops. Families received information regarding student performance and progress through benchmark Reading level letters generated through Assessment Pro, ELA and Math benchmark assessment results, Parent Teacher Conferences, workshops and individual meetings with teachers.

During our curriculum planning for the 2015-16 school year, teacher teams along with the Coach and Administration outlined the year ahead including the pacing of the Units of Study in all content areas, celebrations, and assessments. With the expectations clearly outlined, in order to provide alignment across the school community and increase communication and opportunities for family involvement, we will incorporate grade level newsletters, culminating celebrations, and parent workshops held by grade during the Tuesday Parent Involvement time.

### 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, all teachers will work together in teams to provide opportunities for families to participate in their children’s education by incorporating grade level monthly newsletters, three culminating celebrations across content areas, and three grade level parent workshops, resulting in an increased participation of families as evidenced by sign-in sheets and agendas.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent/Guardian Needs Assessment Surveys will be forwarded three times across the school year for the purpose of communication.</p>	<p>Parents/ Guardians</p>	<p>Three times per year: September, December, March)</p>	<p>Administration Coach Parent Coordinator Teachers</p>
<p>Grade level teams will decide upon which Units of Study will have culminating celebrations in Reading, Writing, and Mathematics that will be shared with families. Dates will be outlined and forwarded to families.</p>	<p>Teachers Students Parents/ Guardians</p>	<p>September 8-September 29</p>	<p>Administration Coach Parent Coordinator Teachers</p>
<p>The Instructional Lead Vertical Team will support monthly newsletters that will communicate academic expectations across content areas. Newsletters will be sent home to families, uploaded onto the school website, and shared with the PTA.</p>	<p>Teachers Parents</p>	<p>Monthly</p>	<p>Administration Coach Parent Coordinator Teachers</p>
<p>Grade level parent workshops will be planned by teacher teams, outside of the Parent Teacher Conference months (September, November, March, and May). Teacher teams will plan agendas and communicate dates to families that will be held during the Tuesday Parent Involvement time.</p>	<p>Teachers Parents Students</p>	<p>October January April</p>	<p>Administration Coach Parent Coordinator Teachers</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Supplies for workshops, newsletters, and celebrations											
Scheduling for horizontal and vertical teacher teams											
<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		Title III, Part A		Title III, Immigrant
X	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.
Progress will be monitored seven times per year through the collection of sign-in sheets and agendas and twice per year through the collection of the Winter and Spring parent surveys.
<b>Part 5b.</b> In <b>February 2016</b> , 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.)
<b>English Language Arts (ELA)</b>	Analysis of student performance and progress as measured through formal and informal assessments: Running Records, Pre and Post Assessments, Benchmark Assessments, Observations	Okapi, Guided Reading, Foundations, strategy groups	Push-in small group  One to one	Service will be provided during the school day, 3x per week, as a push-in model
<b>Mathematics</b>	Analysis of student performance and progress as measured through formal and informal assessments: Pre and Post Assessments, Benchmark Assessments, Observations	Go Math reteach and DI tasks and assignments	Push-in small group  One to one	Service will be provided during the school day, 3x per week, as a push-in model
<b>Science</b>	Analysis of student performance and progress as measured through formal and informal assessments: Pre and Post Assessments, Benchmark Assessments, Observations	Reteaching, small group work, individualize opportunities	During the lesson	Weekly
<b>Social Studies</b>	Analysis of student performance and progress as measured through formal and informal assessments: Pre and Post Assessments, Benchmark	Reteaching, small group work, individualize opportunities	During the lesson	Weekly

	Assessments, Observations			
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social skills: Anti-bullying, peer-mediation, socialization, work habits- perseverance, resiliency, time on task	At the moment of occurrence, crisis intervention, pre-referral service, peer mediation	Small group, one to one, push-in-pull-out	Services will be provided during the school day, scheduled with the Guidance Counselor as per at risk needs

## 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.
All teachers are hired by the hiring committee. Each resume is reviewed to ensure each candidate is highly qualified. During the school day, professional development is provided by the Coach, Administration, Instructional Leads, and from peers aligned to the CCLS and Danielson Framework for Teaching through workshops, planning sessions, teacher team meetings, and inter-visitations.

#### 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).
10% of the Title I funds are used to fund the coach who provides ongoing professional development instructional support.

### 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.).

During the Kindergarten registration process for the 2015-16 school year, all incoming students were provided developmentally appropriate tasks to serve as an early screening of knowledge of content and skills. Areas of strength and need were noted in order to inform placement and serve as a baseline for the year. Through the collaboration of the Related Service Providers, ELL, Coach, Classroom Teachers, and Administration, an early childhood learning center will open in September 2015 to provide access to the curriculum through developmentally appropriate learning tasks aimed at meeting the social, emotional, and academic needs of each learner. A Kindergarten Orientation was held in May 2015 to welcome families and share the expectations for the upcoming school year. The NYSITEL will be administered by June 2015 to all in-house Pre-K students to determine placement for ESL and the Dual Language class.

**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.

Decisions regarding the use and selection of assessments and measures are informed by discussions at various teacher team meetings. Through the 2014-15 grade level planning sessions, teacher teams collaborated with the Coach and Administration to design formative assessments for each Unit of Study, allowing a baseline, midpoint, and summative assessment to measure performance and progress. Data generated from the assessments is shared at teacher team inquiry meetings to identify trends and determine next steps.

**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	288,487.00	x	Sections 5a, 5b, 5c, 5d, and 5e
Title II, Part A	Federal	133,010.00		
Title III, Part A	Federal	11,200.00	x	5e
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	3,470,291.00	x	Sections 5a, 5b, 5c, 5d, and 5e
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**<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) Template**

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

- providing materials and training to help parents work with their children to meet Common Core State Standards (CCSS);
- providing parents with the information and training needed to 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-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-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 December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**P.S. 41**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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>43</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</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: \_\_\_\_\_ After reviewing NYSESLAT data from our AMAO tool, the RLAT, and TC Reading Levels, the data revealed that the writing portion is where our ELLs in Grades 1-5 performed the lowest due to their reading levels. Students in Grades 1 and 2 will form one combined subgroup of our struggling ELLs from the ESL and DL classes. The ELLs in Grades 3-5 will form the second subgroup including our newcomers. This program will run for 18 weeks/sessions from November 13 to April 16 and each session will be 2.25 hours. There are no other per session programs running therefore a supervisor is needed for 18 hours. Classes will be held on Thursday afternoons. Instruction will be in English with native language supports as needed. We will have 2 Bilingual/ESL certified teachers to facilitate instruction. We will purchase Pacific Learning's Hopscotch Literacy Intervention System's reading and writing program with Title III funds for the Grade 1-2 subgroup. For Grades 3-5, we will use materials already in the school such as strategy comprehension tool kits from Okapi, guided reading books, and bilingual books and dictionaries. For both groups we will purchase other supplemental materials such as New Heights listening comprehension and reading/writing kits. The kits range from levels F-H and I-M.

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ The ELLs at PS41 are primarily grouped with one classroom teacher per grade in part to improve articulation between the ESL and classroom teacher and to make the pull-out and push-in program work to its fullest potential. The ESL teacher currently co-teaches the second grade ELL class with the science teacher sharing best practices for ELLs by embedding language goals into the content and sharing ELL strategies, which the science teacher can then use with other ELL classes. The classroom teachers of ELLs are also part of the ESL Team. The ESL team meets monthly on Tuesdays for one 50-minute period beginning on 11/25 and will continue to meet on these dates as follows: 12/23, 1/27, 2/24, 3/31, 4/28, 5/26, and 6/16. Most of these teachers have been trained by Maryann Cucchiara, Consultant. Using compelling texts in science and social studies, Maryann's work involves the deconstruction and reconstruction of complex (a.k.a. juicy) sentences along with vocabulary development within units of study and lessons that are aligned to the Common Core Language and content area standards. At these monthly sessions these teachers are often trained in these and other ESL strategies, which they turn-key to other colleagues. In addition, these teachers are also our labsites for our ESL strategies. This team will continue to provide ESL training on the deconstruction and reconstruction of juicy sentences and vocabulary development. To build capacity, there will be one full five-hour day of curriculum development training for five teachers on December 15, 2014. For this training we will need to pay five substitute teachers at a rate of \$170.96 per day for a total of \$854.80. The providers will be the ESL teacher along with two additional teachers who were directly trained by Maryann Cucchiara. The curriculum developed at this PD will be used across the grades within the building. \_\_\_\_\_

### Part D: Parental Engagement Activities

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

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

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

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</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>31</b>	Borough <b>Staten Island</b>	School Number <b>041</b>
School Name <b>The Stephanie A. Vierno School</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>Jennifer Logan</b>	Assistant Principal <b>Karen Cardinali</b>
Coach <b>Francesca Montalti</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Julie Nygren</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Jeanean Sanchez/2nd DL</b>	Parent <b>Monica Munoz</b>
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</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	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>694</b>	Total number of ELLs	<b>75</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 checked="" 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 <input type="checkbox"/>
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### 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	1	1	1	1	0	0	0	0	0	0	0	0	0	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>	75	<b>Newcomers</b> (ELLs receiving service 0-3 years)	65	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	10	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	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	0	0	0	0	0	0	0	0	0
<b>DL</b>	24	0	1	2	0	0	0	0	0	0
<b>ENL</b>	41	0	7	8	0	2	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	5	3	7	5	6	8	4	7	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE English & other	0	17	0	13	1	14	1	10	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):  
23

Number of students who speak three or more languages: 19

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	6	9	9	4	1	2	0	0	0	0	0	0	0	0
Chinese	4	1	1	0	1	1	0	0	0	0	0	0	0	0
Russian	6	3	1	0	2	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	1	1	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	2	1	3	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	1	0	2	1	0	0	0	0	0	0	0	0	0	0
Albanian	1	1	2	0	0	1	0	0	0	0	0	0	0	0
Other	1	1	1	3	0	1	0	0	0	0	0	0	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)	3	4	0	0	1	2	0	0	0	0	0	0	0	0
<b>Emerging</b> (Low Intermediate)	3	2	2	2	0	0	0	0	0	0	0	0	0	0
<b>Transitioning</b> (High Intermediate)	8	5	1	1	2	0	0	0	0	0	0	0	0	0
<b>Expanding</b> (Advanced)	0	7	15	8	1	3	0	0	0	0	0	0	0	0
<b>Commanding</b> (Proficient)	5	2	10	5	3	6	0	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	0	0	0	0	0	0	0	0	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	2	10	5	3	6	0	0	0	0	0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	3	0	1	1	2	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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.  
 PS41 uses running records from TCRWP to assess early literacy skills. This tool provides information on print concepts, letter and sound identification, sight word recognition, and independent reading levels. The running record also establishes the types of miscues a student is making. In writing students begin the unit of study with an "on-demand" writing assessment and finish the writing unit with a final product to determine which skills have been attained and which ones require further instruction. Their writing is evaluated by using TC checklists and rubrics that reflect the common core learning standards. In our Dual Language program, the ELLs are also assessed for early literacy skills using Estrellita. Our data shows that most of our ELLs are approaching or at grade level in early literacy skills. The input from all this data allows the teachers to establish guided reading and small instructional groups. The ELLs are continually assessed to keep them learning along the continuum of content and language development.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Our NYSITELL data currently reveals a range of proficiencies from entering to commanding. The NYSESLAT data reveals that most of our ELLs who were first enrolled at PS41 are moving to advanced and proficient after 2-3 years of service.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We understand that the AMAO tool provides us with pertinent data on the ELLs' progress and proficiency of English language development. We began last year to use it to guide our instruction. Our last analysis of the AMAO data revealed a trend across grades that listening was holding many students back from reaching proficiency on the NYSESLAT. Many students did not reach proficiency in the listening modality by one or two raw score points, while they met or exceeded proficiency in reading, writing, and speaking. During the integrated ENL collaboration, the ENL teacher is encouraging certain classroom practices to improve listening skills including: having students learn to paraphrase, not necessarily repeat what the teacher said as well as what peers say; having students learn to take personalized notes, create an individual shorthand to encourage jotting down big ideas and details. Students can be asked to refer to the notes to write a summary or paragraph. The ENL teacher also helps the classroom teacher be mindful of other practices that can enhance listening skills such as speaking with punctuation in the voice, using facial expressions, body language, and intonation and exaggeration.

4. 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?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - The DL program has just expanded to the 3<sup>rd</sup> Grade so we do not have NYS standardized test results for our ELLs. Our formative assessments in K-2 reveal that our native Spanish speakers are performing at higher levels on assessments in their native language. In the ENL program the ELLs with native language literacy who take the math and/or science state exams either in their home language or with an interpreter tend to score higher and meet or exceed the grade level standard. The ELLs who are literate in their home language generally fare better on all assessments in K-5 which is why we encourage native language literacy within the classrooms and at home.
    - We have found that the ELL Periodic Assessments do not yield the quality of data that we achieve with other formative assessments. In support of our instructional focus, we chose to use frequent formative assessments as more authentic assessment aligned to curriculum and units of study. We use formative assessments to establish small group instruction and differentiated learning tasks for our ELLs.
    - Home language is encouraged in both our Dual Language and ENL programs. The use of the home language, especially at the entering and emerging levels, facilitates the ELL student to enter into the curriculum. Both research and experience demonstrates how strong native language skills support development in the new language. We provide bilingual glossaries and dictionaries, laptops, and peer support in native language. We also encourage the students to write in their native language at the earlier stages of English language development.
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.*]  
 P.S. 41 implements multi-tiered, evidence-based instruction matched to our ENL students' instructional needs. Students are initially identified and grouped for RTI instruction based on their performance on the NYS Assessment and on the Teachers College grade level benchmark assessments. All level 1 and 2 ENLs will be placed in RTI. Students will receive 2 periods of push in reading instruction and are progress monitored after 6-8 weeks utilizing Teachers College running records. Our goal is for all students to develop the necessary skills to access the general education curriculum. This in turn will assist ENLs as they work towards meeting or exceeding state grade level standards. Students are additionally evaluated in writing utilizing the Language Progressions which outline expectations for ENLs in each of the 5 stages of the language continuum.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
 Our ELLs are primarily grouped into one class per grade during articulation in June and the admissions process. As such, the ENL teacher can familiarize the classroom teacher with the ELLs differentiated needs in order to assist with instructional decisions during Integrated ENL. Using TCRWP as the basis for our units of study, the ENL teacher and Language Team are working towards scaffolding all the TC writing checklists to reflect the differentiated needs according to the ELLs' proficiency levels on the language continuum. As such we are holding the teachers and students accountable for grade specific content area and language development. Other scaffolded work which may occur during close reading and reader's workshop is the deconstruction of complex text. The staff at PS41 has received professional development in developing academic language with Maryann Cucchiara. Her work on deconstructing juicy sentences from complex text is directly targeted towards ELLs and struggling learners. In addition to these instructional moves, ELLs who are literate in their native language are encouraged to use bilingual books, dictionaries, and glossaries. Again they are scaffolded to meet their needs according to the language continuum.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- Our English-proficient students (EPs) are assessed using the Estrellita and Fountas and Pinnell program. This is a Spanish-language phonics program which assesses phonics and word syllabification. They are assessed in reading according to Fountas and Pinnell's Spanish language materials. Writing is assessed using aligned checklists and rubrics.
- The EPs in our DL program are in various stages of Spanish language acquisition. The kindergarten EPs are entering as they learn the Spanish phonetic system and basic words and phrases. The first grade EPs are emerging as they begin to read A level books and express themselves in simple words, phrases and sentences. The second grade EPs are still mostly emerging as many can read around a C level and express themselves in phrases and sentences. We have just begun the 3<sup>rd</sup> grade DL class and they are reading in range of levels D-H.
- At this time our Dual Language students have not yet participated on New York State assessments. The third grade EPs will take state assessments for the first time this year.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We use the NYSESLAT data each year as well as the results of the TCRWP assessments, the NYS Assessments, and all informal and formal data . We analyse and organize our data for all students and our ELL's. and look at progress over time not only AYP but yearly classroom standards by CCSS.

## Part IV: ELL Identification Process

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

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 the intake process at registration Ms. Julie Nygren, ENL Teacher/Coordinator, provides parents of entering students the Home Language Identification Survey (HLIS) in the appropriate native language as made available by the NYCDOE. When Ms. Nygren is not available, Mrs. Francesca Montalti, our ELA/Math Couch and who is a trained pedagogue, will carry out the following screening process. Students enrolling include entering K students, students newly arrived to the country, students new to NYCDOE public schools, as well as re-entering students who have been outside NYC or NYS public schools for two or more years. If Ms. Nygren or Ms. Montalti is unable to interpret, and other interpretation is needed, we use the services of the NYCDOE's Translation and Interpretation Unit. If the student’s home language is English, the ELL identification process ends.

If the home language is not English, Ms. Nygren first conducts a more in-depth interview with the student in English and the home language, using the services of the NYCDOE's Translation and Interpretation Unit if necessary, in order to ascertain whether the student has enough oral and literacy skills for the grade in which s/he is enrolling. Next she will review previous school work in order to determine NYSITELL eligibility. Additional age and grade appropriate culturally sensitive screeners may be necessary if there is no prior schoolwork available. At this time she is assessing for SIFE status and consulting with the LPT concerning the needs of students entering with IEPs. After reviewing the HLIS to see if a student has 1 answer indicating a language other than English on questions 1-4 and 2 more answers on questions 5-8 and after considering the student's responses to the initial interview, a determination is made. If it is determined that a child has enough oral and literacy skills, the ELL identification process stops. If not, the student takes the NYSITELL. Ms. Nygren ensures the timely entry of this information into the designated ATS screens. The HLIS will be placed in the student's cumulative file and remain a part of the student's permanent record.

If a student is eligible for the NYSITELL after this process, the answer document is printed using the RBLA function in ATS. Any time a student or students are administered the NYSITELL, their answer documents will be scanned into ATS within the 10 day testing window. Any student whose home language is Spanish will also be administered the SPA LAB, and the results will also be scanned into ATS.

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).

If a child in third grade or above appears to have an interrupted or inconsistent education, we will administer the SIFE Oral Interview Questionnaire, and if the home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we will also give them the Literacy Evaluation for Newcomer SIFE (LENS ). If the student can show any previous school work, we will also use that as assessment. We will record the SIFE determination on the BNDC screen in ATS within 30 days and continue making observations within the year in the event that the decision needs to be modified.

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).

If a child has an IEP, the LPT team will evaluate whether the student has second language acquisition needs or if there is a disability affecting the ability to demonstrate English proficiency. The team will initially recommend if the student should take the NYSITELL or not. The team will include our Principal, Jennifer Logan, our certified TESOL Teacher, Julie Nygren, our Director of Special Ed, Maria Romero, and the student’s parent or guardian. We will follow the protocol involving parents, principal, and superintendent or superintendent’s designee if this occurs.

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 runs all pertinent ATS reports at the beginning of the year to determine which students are eligible for testing. In addition, she keeps close contact with the ATS secretary throughout the school year to ensure notification of new entrants. Interviews and testing begin immediately by the ENL teacher or a trained pedagogue. Once the NYSITELL is scanned and the score is determined, she will send home entitlement and non-entitlement letters in the parents’ preferred languages within 5 school days of ELL determination.

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).  
Parents will be informed at the time of NYSITELL testing and/or during parent orientation that they may request to have their child re-identified as an ELL or non-ELL within 45 days enrollment. They will also be instructed on the steps in the process. This will be communicated in the parents' preferred languages.
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.  
Our ENL teacher, Ms. Nygren, provides the orientation for all parents of newly enrolled ELL's. There are several guidelines in place to ensure that parents understand all three program choices. All parents of newly enrolled ELLs view the Parent Orientation video in their native language within 10 days of enrollment. The three program options--namely, Transitional Bilingual, Dual Language, and Freestanding ENL, are presented with clarity and objectivity. Parents have ample opportunity to ask questions after the video is shown. If parents are unable to attend this orientation, subsequent invitations to view the video follow. Every effort is made to have parents attend a video presentation. In extreme cases, a phone interview may be necessary to explain the Program Selection form and the Parent Survey. Contact does not cease until every attempt has been made to collect and place all forms in the compliance binder which is stored in the ENL room. We are aware and communicate to families that the default parental choice is Transitional Bilingual Education (TBE). Parents can observe our Spanish dual language classrooms if interested. Ms. Nygren gives an overview of her ENL program.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Within 10 days of enrollment, parents will be invited to an initial Parent Orientation meeting via the entitlement letter, which is sent out within 5 days of ELL determination. The ENL teacher often makes phone calls as well inviting the parents. At the meeting, Parent Surveys and Program Selection forms will be completed and collected. If a parent does not show up for a meeting, the ENL teacher calls to schedule an individual session. If necessary a phone interview is conducted. All families are instructed that their default program choice for ELLs is bilingual education. Once all forms are collected, they are copied and stored. Original forms are attached to the original HLIS and stored in the students cumulative records. The copies are attached and stored in a binder in the ENL classroom. Ms. Nygren also keeps a list of parent program choice by grade in that binder. This list is monitored for any changes—namely 15 or more ELL students who speak the same language in one or two contiguous grades, which would require the opening of a bilingual program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
As we make every attempt to get these forms completed, it is rare that we have incomplete Parent Survey and Program Selection forms. If this does occur the form is kept in the binder with attached notes about the attempted outreach made to contact the parents and get the form completed. The parent will have been informed in writing and by phone that by a certain date, the choice will be recorded as TBE. The student will be placed in our Dual Language program, if the home language is Spanish, or our Freestanding ENL program for other home languages based on the student's proficiency level.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The placement letter is sent once the ELL student's program has been determined based on the parent's choices. A copy is kept in the ENL teacher's compliance binder and/or digitally stored.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Original HLIS, Program Selection and Parent Survey forms are stored in the student's cumulative records. A copy of these is kept by grade in the Ms. Nygren's compliance binder in the ENL room. She also stores copies of all letters sent—namely entitlement, non-entitlement, placement, etc sectioned off in said compliance binder or digitally.
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.  
Given that our ELL population is around 10 percent, we are able to mobilize the staff necessary for administration. Ms. Nygren works with the assistance of Francesca Montalti to ensure that all subtests are administered according to NYSED's instructions and regulations. This past year Mrs. Montalti assisted in administering the speaking portion of the NYSESLAT. She scored all subtests while the Ms. Nygren also administered some tests to the ELLs in Dual Language, as she does not service these ELLs. The remaining Day 1, 2, and 3 subtests, were given in that order, all within the time frame mandated by NYS.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement and transitional support parent notification letters are distributed at the very beginning of the school year after reviewing the results of the NYSESLAT. Copies are also kept in the ENL teacher's compliance binder and/or stored digitally in the ENL room.
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).

Our programs are aligned with parent choice. Currently we have a Freestanding ENL Program in K-5 and a Dual Language (Spanish/English) program in Grades K-3. We began our Spanish/English DL Program in September 2012 when we had sufficient numbers to begin a bilingual program. The interest in the program has remained steady, with the parents/guardians of all 6 Spanish speaking ELLs in our school this year choosing Dual Language as their first choice. Some families whose children are already bilingual and dominant in English are also opting to gain a third language by joining the Spanish/English Dual Language program on the English side. Another language heavily represented at PS41 is Russian. The parents/guardians of these ELLs opted overwhelmingly for ENL with eight out of nine choosing that as their first preferred option.

## 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 ELLs and FELLs in our Freestanding ENL program are heterogeneously block-grouped with one classroom teacher by grade. All Transitioning, Expanding, and Commanding ELLs are meeting their 180 minute mandate during integrated ENL. In grades K-5 instruction will be shared by the classroom teacher and the ENL teachers Ms. Nygren or Mrs. Ferrero during those integrated minutes. The ENL teachers will infuse scaffolding strategies to help the classroom teacher differentiate for those ELLs and FELLs at all times. The Entering and Emerging ELLs will be receiving their remaining minutes of standalone ENL during a pull-out with the ENL teachers.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*

Our self-contained K-3 Spanish/English DL classrooms are heterogeneously mixed. Instruction is delivered by one appropriately certified Spanish/English bilingual teacher on each grade. They follow the roller coaster model of instruction.
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)?

Our staff including a full-time ENL Teacher, Julie Nygren, and a part-time ENL Teacher, Nancy Ferrero, ensures that all ELLs are meeting their mandated number of ENL, ELA, and HLA instructional minutes as per CRPart 154. In grades K-5 the ENL teachers will both co-teach with the classroom teachers to provide the mandated number of Integrated ENL minutes. The remaining mandates will be provided as standalone ENL by the ENL teachers. In our DL class the DL teachers will provide the mandated ENL, ELA, and HLA minutes of instruction.
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.

In our K-3 DL Program, the content is delivered both in English and Spanish through a 50/50 rollercoaster model. Within the integrated ENL program, the ENL teachers collaborate with the classroom teachers during ELA instruction and differentiate according to the ELLs' proficiency levels. In writing we are working towards incorporating differentiated TC checklists to better assess the ELLs at their proficiency levels. During standalone ENL the ENL teachers continue to align with TC ELA content while incorporating language development and alignment with the Common Core Learning Standards. Both within the ENL and DL

programs as well as throughout our classrooms, content is made comprehensible through methods such as but not limited to visuals, TPR, UDL, gesturing, and differentiation. Our curriculum across the school is aligned to CCSSs with an emphasis on the Six shifts in ELA and Math. In any classroom, word walls with Tiered vocabulary, pictures and examples are evident. Furthermore, we are all engaged in the deconstruction of juicy language as we continue to learn about how to scaffold complex text for ELLs and all learners.

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

In our DL program the ELLs are evaluated throughout the year according to the programs used such as Estrellita for phonics instruction, Go Math's Spanish edition, and Harcourt's Social Studies and Science programs. The ELLs are also evaluated in native language on their reading and writing within TC units of study.

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

Listening, speaking, reading, and writing are consistently integrated into our curriculum. Listening and speaking are highlighted during read-aloud when students must listen for details and text evidence so that they can participate in academic conversation with a partner and/or group. We have collaborated in the building by sharing speaking prompts that help build and clarify conversation. They are using these prompts in partnerships as well during independent reading. Teachers make observations and conduct conferences to evaluate the students. Student's writing is assessed by themselves and the teacher with TC checklists and rubrics throughout and at the end of units of study. We are continually working as a Language Team to scaffold those checklists to reflect the five proficiency levels. More formal periodic and interim assessments also inform the teachers about the ELLs progressions in reading and writing. TC running records are completed in September, November, January, March, and June.

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

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

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

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

For ELLs in the upper grades who could potentially be long-term ELLs, we have certain models of good instruction in place. In addition to many of the reading and writing strategies that have been described, we would strive towards ways to increase motivation and engagement. In addition all students reading below grade level are participating in RTI groups throughout the school year. Currently, these groups meet for six-week cycles. At the end of a cycle, the students are re-evaluated and updated with compatible reading skills and strategies. If necessary they will be assigned to another group which corresponds to their level and needs. Long-term ELLs would participate in this intervention.

Our Former ELLs are programmed with classrooms containing ELL students. They will receive 90 minutes of integrated ENL/ELA during integrated ENL. The classroom teachers get support from the ENL teacher as needed. In addition, as previously mentioned, all teachers are engaged in best practices such as text deconstruction, tiered vocabulary, and UDL, to name a few. All students below grade level are participating in RTI schoolwide. Our testing coordinator is aware of the testing accommodations for FELLs for two years after passing the NYSESLAT.

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.

After an approved re-identification appeal within 45 days of student enrollment, the principal will ensure the student's academic progress has not been adversely affected, by consulting with accountable staff members, the parent/guardian, and the student. If the principal finds that the student has been adversely affected by the determination, she will provide additional support services to the student as defined in CR Part 154-2.3(i). The principal may decide to reverse the determination, meaning the ELL status, within this 6-12 month period. She will consult with the superintendent or his or her designee. A final decision notification will be issued in writing to the parent/guardian in the parent's preferred language within 10 school calendar days.

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?

All teachers and especially those who teach ELL-SWDs, plan carefully with instructional strategies such as UDL and differentiation to ensure that we are meeting the rigor of the CCSS. They are providing access to the curriculum with differentiated tasks that provide the means of achieving learning objectives. Their rooms are labeled, color-coded, appropriately print rich and full of charts, visual displays, and manipulatives. They are aligned on the grade, using the same curriculum and materials as the general ed classrooms. This includes TCRWP units of study for ELA as well as Go Math for their mathematics instruction. Our ELL SWDs are additionally monitored as needed at the monthly PPT meetings, so that more tiered intervention can be put into place as necessary.

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?

SWD-ELLs are always placed in the least restrictive academic setting which allows them to best achieve their IEP goals. Decisions are carefully and collaboratively attained through PPT and IEP Team meetings. The ENL teachers are providing some Integrated ENL in the classrooms of ELLs-SWDs in order to help them attain English proficiency while in a modified setting to meet their learning styles and achieve their goals. Mainstreaming when feasible allows access to the general education curriculum in order to ensure complete exposure and mastery in the CCSSs.

Chart

**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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	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(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. 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.

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

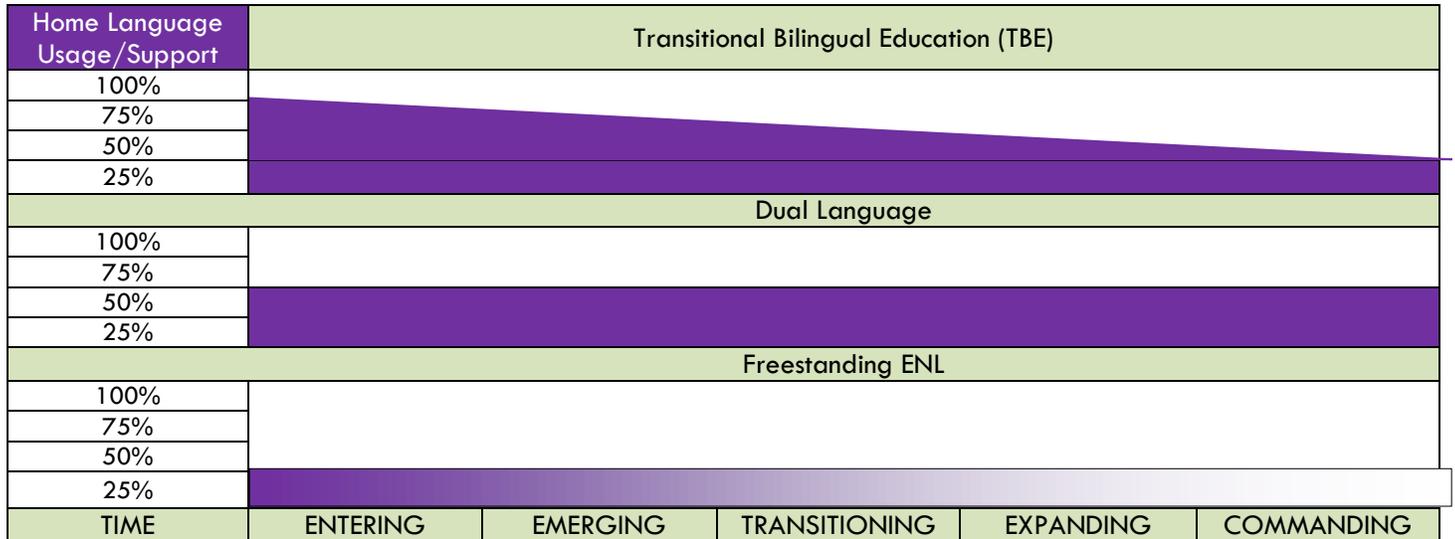


\*Note “other approved services” does not apply to New York City at this time.

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.  
All ELLs reading below grade level are involved in our school wide RTI program which meets twice a week for 50-minute sessions. Concerning mathematics, the teachers at our school have participated in rigorous math professional development in order to effectively plan and facilitate units of math instruction aligned to the six shifts. Our ELA and Math coach is also engaged in classroom instruction in an effort to enhance learning aligned to the CCSSs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
At PS41 we continue to work towards whole school accountability for our ELLs. Even long before the advent of the new ELL policy changes, PS41 had begun the push-in model of instruction and classroom collaboration between the ENL and classroom teachers by grouping the ELLs by grade in order to improve content area learning aligned with language development. As a school we had rigorous PD with Maryanne Cucchiarra on the deconstruction of complex text. She helped us establish the practice language development along with the analysis of rigorous text and concepts. Our RTI program is in its third year and continues to yield progress. Our ELLs met AYP for 2014-2015 and were projected to meet AYP for 2015-2016. The current program meets the needs of the ELLs in both content and language development as we continue to integrate our instruction and grow around best practices.
12. What new programs or improvements will be considered for the upcoming school year?  
At this time we do not see a need to implement new programs. However, we will continue to monitor ELLs' progress through formative and summative assessments and will adjust accordingly. We have improved our focus on ELLs this year by adding the Language/LAP team to our vertical team planning. This team consists of the Principal, Jennifer Logan, Assistant Principal, Karen Cardinali, the ELA/Math Coach, Francesca Montalti, the ENL teacher, Julie Nygren as well as the DL teachers in grades K-3. We are dedicated to improving instruction and assessment for ELLs. To date we are reviewing and updating the LAP as well as scaffolding the writing checklist used in our TC writing units of study by language proficiency levels.
13. What programs/services for ELLs will be discontinued and why?  
PS41 provides all its students including ELLs an array of programs and services aligned to Common Core Learning Standards. We do not anticipate discontinuing any of our services at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs who are not at grade level in ELA and/or Mathematics may be part of our RTI program. They may be provided at risk services as needed as well. Our Title III program to which all ELLs are invited takes place after school. In addition, ELLs may attend ELA and Math test prep offered to all students after school during the spring semester.
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 ELL's in our school are participating in numerous technology offerings. Our school is equipped with an up-to-date computer lab, staffed by a full-time teacher. During technology time, our K-2 students are taught basic computer skills, cyber safety, and the use of graphic organizers to enhance writing. Our 3-5 students are taught Power Point, digital story telling, aligned to TC, word, as well as cyber safety. In grades 2-5, our students are also taught how to use a flash drive. Our ELL's with lower language proficiency are paired with other students to complete tasks. In addition to the computer lab, our school is equipped with laptops and Smartboards. This equipment is employed regularly in the teaching and learning at our school. We have seen increased motivation with the use of these tools. Acuity in Math and ELA, which drills down to each student's specific skill-based needs is also used. This year we continue to use our PS 41 website offered through Schoolwires. The website continues to improve communication between teachers, students and parents.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In the DL program the roller coaster model of instruction is used to switch from Spanish to English. The DL classrooms have bilingual books in Spanish and English as well. The ENL teachers keep a multi-lingual set of books in an array of the dominant languages at our school. The ENL teachers encourage the use of cognates between languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
ELLs are mostly grouped at their grade level with one classroom teacher to enable integrated ENL service. For any remaining standalone ENL services, ELLs will be grouped by grade with no more than a two-grade span per group. The ENL teacher scaffolds and differentiates for individual learners using rigorous, grade-level texts and the TCRWP Units of Study. All ELLs are expected to demonstrate grade-level content-area learning at their proficiency level.
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).

chool year parents are invited to a pre-K and K orientation in order to be prepared for the upcoming school year. Our parent coordinator, Staci Magnus assists parents during these orientations. In addition we pre-screen all incoming students in order to group effectively and provide a seamless start.

19. What language electives are offered to ELLs?

We do not offer language electives at the elementary school level.

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)?

(A) PS41 uses a self-contained DL program model. The ELLs and EPs are integrated for 100 percent of the school day. (B) Most content areas rotate from English to Spanish through the roller coaster model. Any content taught by a cluster teacher—namely Science, Art, and Computers, is solely in English with that cluster teacher. (C) The languages are rotated via the roller coaster model. The classroom is divided by red and blue sections—one color indicating English learning, and the other color indicating Spanish learning. (D) Literacy is taught simultaneously in English and Spanish from the beginning.

## 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.)

In-house professional development (PD) is offered to all classroom, cluster, and service providers at our school.

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?

All teachers, including ENL and bilingual teachers, are encouraged and provided the opportunity to attend a variety of ELL PD offerings. Building capacity begins with our language team that meets every Thursday. At those meetings we share information on PD offered by The Staten Island Borough Field Support Center and UFT Teacher's Center. When a team member attends a PD, she will turn-key it at our meetings. As such, the information will continue to get turn-keyed as the dual language teachers also meet and share their learning regularly with their grade level. We also share articles, research and best practices as we work collaboratively in our school.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Last spring, teachers and fifth students at PS41 participated in a class trip to visit our receiver school, IS2. The students were also offered assistance from our guidance counselor on the program choices made available by the middle school application process. Currently, we are working towards partnering with IS2. It is a goal of ours to help move towards a more effective transition.

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.

Each week, the language team comprised of all the Dual Language teachers, 2 ENL teachers, and Instructional Coach, meet for one period to discuss how to meet the needs of our English language learners during current units of study. During this meeting time teachers share practices regarding oral language development, co-teaching in the integrated ENL model, vocabulary development, infusing content-area learning with language objectives, as well as aligning and adjusting rubrics for accessibility to all language learners. In addition, teachers from this team will periodically attend professional development opportunities offered outside of the school environment by the borough field support centers and others and turn key the information to this team of English Language Learner leaders.

During Monday Professional Learning the teachers from this team bring the strategies and expertise being collaboratively learned and developed to the larger community of teachers when working through units of study using an inquiry approach. Some of the teachers who service English Language Learners will have designated Mondays or teacher team meeting time during each PD cycle to work specifically with a member of the Language team to clarify and deepen their understanding of strategies and practices that will assist them with their students. Agendas, Attendance sheets, and notes from the meetings will be kept. All members of teacher teams will play an active role on the teams.

### 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?

In addition to parent-teacher conferences, quarterly meetings, and initial parent orientations, parents will be invited to participate individually with their child for an annual meeting to address 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. Pertinent staff will be invited to attend with the ENL teacher. Qualified interpreters/translators will be involved as available or the services of the Interpretation/Translation unit will be utilized. These meetings may take place on the 40 minute Tuesdays dedicated to parental involvement activities. Parents will also be invited to participate during designated activities as part of our Title III program. These activities may include—storytelling in native language and English, reading with your child, as well as visitations to help understand the CCSSs and instructional demands under which their children are expected to perform. For parents who cannot attend, efforts will be made to have them participate in a phone conference. We also maintain the PS41 Schoolwires website on which each teacher has a page to help foster home/school connections.

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.

ANSWER TO # 2 (Unable to insert under #2) The ENL teachers call parents to schedule annual appointments. When necessary they use the Translation and Interpretation services to reach the parents/guardians. Individual meetings will be planned for every ELL student to discuss the goals of the program and their child's language development progress. The meeting will occur in the parents' preferred language of communication.

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Parents are invited to participate during designated activities as part of our Title III program. These activities may include—storytelling in native language and English, reading with your child, as well as visitations to help understand the CCSSs and instructional demands under which their children are expected to perform. ELL parents as well as non-ELL parents are often invited to classrooms for writing celebrations and other school performances throughout the school year. We also maintain the PS41 Schoolwires website on which each teacher has a page to help foster home/school connections.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
PS41 has provided English language instruction to parents through JCC's community resources and is currently looking to re-establish that program. We use the interpretation services from the Chancellor's Office to translate at parent meetings. Our school messenger services uses both English and Spanish language. Our memos go home in different languages and the parent handbook was also translated into other languages. We have posted memos, literature, and various educational displays in other languages in our school's lobby. We pair parents with other parents of the same language at PTC and at meetings as requested.
5. How do you evaluate the needs of the parents?  
To evaluate the parents on their needs and wants, we use the results of the Learning Environment Survey in addition to conversations at orientation and other parent meetings. The Parent Coordinator surveys all ELL families to determine in which language they would like to receive their information. This year the language team created a new ELL Parent Survey. It is currently being translated into the available languages spoken at our school and will be distributed and utilized as soon as it is available.
6. How do your parental involvement activities address the needs of the parents?  
Currently we have multiple offerings to engage parents at our school. New this year is our monthly newsletter sent by every grade. This newsletter informs parents about current units of study, classroom celebrations, class trips, workshops, or any additional classroom or school events. Parents are invited to attend classroom writing celebrations as well as participate in math activities. Mrs. Montalti, our ELA/Math Coach engages parents in monthly workshops during morning and evening hours. Translation and interpretation services are made available with the assistance of our Parent Coordinator, Stacie Magnus. Parents are also invited to special assemblies in the auditorium, celebratory events such as, the science fair, math fair, a literary fair. Our school conducts a Parent Survey for workshops asking them their preferences of schedule, language, and handicap accommodation. We await the results of our new ELL Parent Survey so that we can continue to address the needs of ELL parents.

#### **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.

**Paste response here:**

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **31R041**

School Name: **The Stephanie A. Vierno School**  
Superintendent: **Anthony Lodico**

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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

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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.

All of our ELL parents are an integral and welcomed part of our school community. We provide free English instruction for all of our ELL parents by the JCC of Staten Island three times per week. Parents of ELL students are informed about the ELL instruction, policies, and student progress throughout the year. Every effort is made to communicate with parents in their native language using translated letters and translators. At our workshops we ask parents how we can best support them and address any concerns they may have. As new admits enter PS 41 we conduct a written and verbal survey with our ESL teacher and/or the LAC as we complete the home language survey. Parents/guardians share which language we should use to communicate with them. As they are admitted to PS 41 and they complete the blue emergency card we make sure that it is done appropriately and the language selection is accurate. We review these forms with the parent as they sign each form. The teacher(s) are notified as the record cards are shared with the teacher and office staff. We organize a list of languages we need to provide to our parents by grade, class, and student. Parents of ELL students are informed about ELL instruction, policies, and student progress throughout the year. Every effort is made to communicate with parents in their native language using translated letters and translators. At our workshops, we ask parents how we can best support them and address any concerns they may have. Surveys are sent to the entire parent community to serve as a needs assessment as to how to best engage our families in the school community.

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.

English, Spanish, Arabic, Chinese, Urdu, Russian, Italian, Polish, Albanian, Turkish, Armenian, Vietnamese

## Part B: Creating a Communications Calendar

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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.)

School signs, Interpretation information, Parent handbook, Discipline Code, Welcome letter, Parent Teacher Conferences, Title I Meeting, Respect for All Information

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.

Admissions, Academic grade level celebrations, monthly PTA meetings, Parent Teacher Conferences, Curriculum Conferences, Grade-level Parent Workshops, Monthly Chat with the Principal, Pre-K and Kindergarten Orientations, Friday PTA Family Fun Nights

## Part C: Providing Language Assistance Services

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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.

We use the translation and interpretation service on the phone or in person as needed. We use all of the DOE translated documents. Our school messenger service sends phone calls in English with the option to hear the recording in multiple languages. Parents and staff sometimes assist in translation as needed. Over the summer we compile all of our documents, letters and memos, and forward to translation services. In September parents are invited for Curriculum Night where the ESL teacher explains the curriculum that the ESL students will be following, gives an overview of the NYSESLAT, and explains expectations using multi media. The teacher answers parents' questions and concerns. Translators are available at the meeting upon request. Later in the Fall we begin to plan our Title III Plan and always incorporate parent involvement, parent

literacy time, sharing of student work, and increase knowledge of the NYSESLAT. In the Spring, NYSESLAT information is sent home to inform parents about the assessment and are provided strategies to help their child attain English proficiency.

Throughout the year parents receive notices regarding a variety of services and workshops provided by the staff. These include classes in English, workshops on how to access services, and cultural activities that they and their children can participate in. Dual language newsletters are provided to families in English and Spanish.

The administration, teachers, and parent coordinator collaborate with the ESL teachers to ensure parents are welcome, informed, and involved in their children's education. As part of our parent outreach, student performance reports and other crucial communication are provided in their native language when available to parents. Translators are hired to assist during Parent Teacher Conferences. During workshops, parents are given surveys to ascertain their needs and concerns. Planning for future workshops is based on the parents' responses.

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.

We use the translation and interpretation service on the phone or in person as needed. We use all of the DOE translated documents. Our school messenger service sends phone calls in English and other languages reflective of our families' home languages.

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

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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.)

All staff are provided access to the translation and interpretation unit. They are given the phone number to call and use. It is also posted in the main office. The Parent Coordinator assists staff in parent outreach via the translation unit. In addition, the Parent Coordinator secures interpreters for parent conferences reflective of Home Language and surveys. These interpreters move from meeting to meeting as scheduled.

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

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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

We post these signs throughout the building, centrally located in the main entrance, and posted in the main office.

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

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

Parents and guardians contact our Parent Coordinator, our teachers, and administration regarding any concerns. Parents are asked to provide to us the ways and means in which they want to communicate. Surveys are forwarded to the whole school to ascertain parent interest and needs. A second survey has also been developed by the Language Implementation Team to gather feedback from the parents/guardians of our English Language Learners. Each month, parents are invited to Chat with the Principal, a forum in which parents may ask question, express concerns, or share ideas.