

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **11X041**

School Name: **P.S. 041 GUN HILL ROAD**

Principal: **ERIKA TOBIA**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 41 School Number (DBN): 11x041
Grades Served: K-5
School Address: 3352 Olinville Avenue Bronx, NY 10467
Phone Number: 718-652-3461 Fax: 718-231-2668
School Contact Person: Erika Tobia Email Address: etobia@schools.nyc.gov
Principal: Erika Tobia
UFT Chapter Leader: Corine Parris
Parents' Association President: Karla Veras
SLT Chairperson: Erika Tobia
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Angela Williams
Student Representative(s):

District Information

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

Borough Field Support Center (BFSC)

BFSC: _____ Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

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)
Erika Tobia	*Principal or Designee	
Corine Parris	*UFT Chapter Leader or Designee	
Karla Veras	*PA/PTA President or Designated Co-President	
Nackeya Beazer	DC 37 Representative (staff), if applicable	
Angela Williams	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	
Susan Mark	Member/ UFT	
Wendy Asencio	Member/ Parent	
Felipe Rodriguez	Member/ Parent	
Thomas Sheppard	Member/ Parent	
Nicola Evans	Member/ Dean	
Angela Ramsay	Member/School Aide	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. P.S. 41's motto is "Believe and Achieve". We believe that all students at PS 41 can show improvement academically and socially. This is reflected in our school mission, which states, "At P.S. 41, we improve student achievement for all through collaboration and effective instruction." P.S. 41 is an academic home that promotes and nurtures each child's social and emotional development. We improve student achievement through differentiated instruction and hands-on activities that bring the curriculum alive through theme-related projects, curriculum-aligned trips and the arts. P.S. 41 has a learning culture in which staff members project positivity and have a holistic and shared approach to learning. The school staff values proactive problem solving and embraces the learning process, not just its outcome. Staff members continue to espouse new methods, while remaining committed to shared leadership and learning. Staff members hold themselves and each other accountable in their commitment to P.S. 41's mission. All staff members believe that despite challenges, success is desirable and possible. The UFT, teacher teams, administration, and staff members use a multi-channel communication system where task-relevant information is shared. Staff members continually reflect on their practice, using systemic inquiry processes such as Data Core, PLCs, and common planning time. All staff members share responsibility for recognizing each other's successes and celebrating both individual and group accomplishments. At P.S. 41 every action during the school day is focused on student learning, effective instruction, collaboration and/or parent communication. We make celebration everyone's responsibility. We ask everyone to be honest and communicate. All staff members have an opportunity to lead and learn. To increase student achievement P.S. 41 has developed many partnerships. We collaborate with Network 607, Evander Child's Computer and Technology Campus, Metamorphosis Community Learning, 92nd street Y, Promise Zone (visiting nurse service), Ballet Tech, and Parent Corps.

At P.S. 41 we have approximately 940 students. Below you can see the student population breakdown.

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

2. At P.S. 41 ten percent of our students are English Language Learners. Recently, we have learned through data collection that a vast majority of English Language Learners are often the bottom ten percent of students on each grade. The ELL population needs develop systems that constantly assess the students and modify their instruction based on student's specific needs. English Language Learners are a targeted population that needs support with homework as well as class work.

3. By the end of the 2015-2016 school year all stakeholders were aware of the rigorous instructional expectations. Our instructional focus was to improve our core instruction to meet the needs of majority of the students in each classroom. We focused on developing guided reading lab sites that provided teachers with visual support. We also provided teachers with professional development that required them to conduct lesson studies and make instructional decisions based on Common Core State Standards. Another area of progress for this past school year was teacher collaboration. We developed a peer to peer coaching model that provided teachers with an opportunity to support a colleague. Teachers were provided support and explicit next steps by a colleague who works on the same grade as them. Teachers also met regularly to review student work and make instructional decisions. Although we have done this in the past the teachers have begun developing common lessons and common assessments based on the analysis of student work.

11X041 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	936	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	91.1%	% Attendance Rate		90.1%
% Free Lunch	91.9%	% Reduced Lunch		4.5%
% Limited English Proficient	10.2%	% Students with Disabilities		18.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		60.0%
% Hispanic or Latino	37.2%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	0.8%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.41	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.9%	Mathematics Performance at levels 3 & 4		27.5%
Science Performance at levels 3 & 4 (4th Grade)	76.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

NYCPT	9/17/2014	4/27/2015	+/-	
English Language & Literature ELA MOSL				
KINDERGARTEN	28%	72%	+44	Based on the data in the chart to the left each grade showed progress from September to April. To increase the amount of students performing on grade level we will need to ensure that the curriculum we are using to instruct students are aligned to the Common Core Learning Standards. Although every grade made progress grades K, 3, and 4 made the most
FIRST GRADE	42%	69%	+27	
SECOND GRADE	35%	68%	+33	
THIRD GRADE	18%	60%	+42	
FOURTH GRADE	24%	66%	+42	
FIFTH GRADE	33%	62%	+29	

progress by increasing the amount of level 3’s and 4’s by about 40%. First grade and Fifth grade made least amount of improvement.

Based on the ELA State exam results grades 3, 4, and 5 have increased the amount of students achieving a level 3 or 4. Based on the details mentioned in the overview on page 9 there has been an increase of about 100 students. This increase has increased class sizes and acknowledges that there was a large amount of students new to P.S. 41 last 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.

If by June 2016, classroom teachers will collaboratively develop Common Core Learning Standards-aligned Writing units of study and performance tasks to improve rigorous instruction as measured by the completion of four to six Common Core Learning Standards aligned units of study then that would result in an 3-5% increase in the amount of students who perform at a level 3 or 4 on both MOSL and ELA exams.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will meet during common planning time to review current curriculum and make adjustments using the Common Core Learning Standards.	Teachers, Students	9/15-6/16	Supervisor, Grade Leader, Classroom Teacher
Supervisors will collect sample student writing during observations and assess whether students are receiving quality rigorous writing instruction.	Teachers, Students	9/15-6/16	Supervisor, Grade Leader, Classroom Teacher
Teachers will develop lesson plans from the teaching points provided by the teacher made writing curriculum.	Teachers, Students	9/15-6/16	Supervisor, Grade Leader, Classroom Teacher
Teachers will conduct an analysis of student work during Professional Learning Communities during Cycle 1. Through student work teachers will modify or adjust the writing curriculum.	Teachers	9/15-6/16	Supervisor, Grade Leader, Classroom Teacher

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.											
Craft Lessons, Ralph Fletcher, Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8, Heinemann, PARCC Model Content Frameworks, ELA/ Literacy Grades 3-11, Teacher’s College Reading and Writing Project, Lucy Caulkins, What a Writer Needs, Ralph Fletcher , Writing Workshop, Ralph Fletcher, Teacher Teams (work after school)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

If by February 2016, classroom teachers will have collaboratively developed two to three complete units of study aligned to the Common Core Learning Standards than 50% of students in grade K-5 would be performing on or above grade level.

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

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

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

Part 1 – Needs Assessment

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

Based on the SWIS data, this year over 108 infractions took place in the cafeteria. Most of the classroom infractions happened when the cluster teachers were in the classroom based on a survey.

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.

If by June 2016, all clusters and school aides will develop PBIS lessons and model expected behaviors in classrooms, lunch room, auditorium and school yard then that would result in a 5% decrease in the amount of infractions occurring when with cluster teachers and school aides as measured by SWIS data.

Part 3 – Action Plan

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
Schools aides will meet to develop a year-long thematic plan addressing, modeling, and teaching behavior expectations. School aides will spend the rest of the year planning lessons.	School Aides, Students	9/15-6/16	School Aides, Supervisors
School aides will meet once a week and discuss the PBIS lesson plan then teach the lesson once a week.	School Aides, Students	9/15-6/16	School Aides, Supervisors

Cluster teachers will develop PBIS lesson plans to address, model and teach expected behaviors.	Clusters, Students	9/15-6/16	Cluster teachers, Supervisors
Cluster teachers will meet once a week and discuss the PBIS lesson plan. Cluster teachers are expected to teach behavior once a week.	Cluster teachers, Students	9/15-6/16	Cluster teachers, Supervisors

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.											
Chart Paper, Markers, Binders, Paper, Cluster Teacher Teams, School Aides											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
If by February 2016, all clusters and school aides will develop PBIS lessons and model expected behaviors in classrooms, lunch room, auditorium and school yard then that would result in a 2% decrease in the amount of infractions occurring when with cluster teachers and school aides as measured by SWIS data.
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.

Based on the June 2015 Danielson results 66% of teachers received an effective rating in component 3d. The data shows that more than half of the teachers were rated effective. However, feedback from our March PPO visit suggests that we provide students with more opportunities to self-assess. The feedback also suggests that we need to further develop our assessment practices.

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, there will be a 9% increase in the percentage of effective ratings in Danielson component 3d, using assessment in instruction as measure by Advance Dashboard data and implementation of best practices from professional learning opportunities.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will participate in professional learning workshops that focus on assessment in instruction. The workshops will be tailored to teachers learning about best practices for using assessment in instruction.</p>	<p>Teachers</p>	<p>9/15-12/15</p>	<p>Teachers, Supervisors, Facilitators</p>

During observations supervisors will assess teachers in component 3d identifying elements teachers implemented from professional learning opportunities.	Teachers	9/15-12/15	Teachers, Supervisors, Facilitators
Facilitators and teachers will conduct follow inter-visitations and support teachers based on feedback from professional learning workshops.	Teachers	9/15-12/15	Teachers, Supervisors, Facilitators
Teachers will continue to identify student's goals in reading, writing, and math four times during the year by meeting with colleagues and identifying possible feedback points.	Teachers	9/15-12/15	Teachers, Supervisors, Facilitators

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.											
Case Studies, ARIS Learning Opportunity #598, Video-Aligned Questions, Facilitator Discussion Tips, Graphic Organizers,											
Copies of Rubrics, Copies of self-reflection, Chart/PPT/ Handout of Critical Questions to Consider, Coaches, Support Teachers, Scheduling for Coaches to visit mentees											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 4% increase in the percentage of effective ratings in Danielson component 3d, using assessment in instruction as measure by Advance Dashboard data and implementation of best practices from professional learning opportunities.
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.

Based on an in house school wide staff survey, 85% of teachers and staff believe that the principal leads by example through supporting, communicating, and nurturing professional growth of staff and teachers.

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, 90% of the teachers will agree that the principal leads by example through supporting, communicating, and nurturing professional growth of staff and teachers as measured by an in house survey, survey monkey, and the Learning Environment survey.

Part 3 – Action Plan

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 			
Principal will run workshops that focus on the school mission, vision, and values .	Teachers and Staff	9/15-6/16	Principal
Principal will participate with instructional planning by attending professional learning opportunities and providing input.	Teachers and Staff	9/15-6/16	Principal

Principal will collect and read feedback from evaluation forms and surveys to support teachers.	Teachers and Staff	9/15-6/16	Principal
Principal will create a schedule to meet with teachers, individually and as a whole group.	Teachers and Staff	9/15-6/16	Principal

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.											
Evaluation Forms, Survey Monkey, Google calendar, Schedules for each grades common planning time, Copies of mission, vision, and values, and the Learning Environment Survey											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 87% of teachers will agree that the principal leads by example through supporting, communicating, and nurturing professional growth of staff and teachers. One survey (survey monkey) will be given to teachers about professional learning opportunities. Another survey (survey monkey) will be given to about our positive behavior interventions and systems. Feedback forms will be use to assess teachers and staff feeling about principal’s decisions and workshops provided following weekly professional learning opportunities.
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.

Currently, we have approximately three parents that volunteer for during the school day and all of the school events. We offer parent workshops once a month during the school year and parent attendance is between forty and fifty parents. We service approximately nine hundred fifty students. When we hosted a parent association meeting we had over one hundred seventy-five parents in attendance. We learned that parents would prefer to support their students and volunteer their time rather than coming to their child’s school for a workshop.

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, P.S. 41 will have 5% increase in parent volunteers in classrooms and during school events measured by attendance sheets and parent volunteer forms.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will invite parents to volunteer in the classroom and during trips.</p>	<p>Parents, Teachers, Students</p>	<p>9/15-6/16</p>	<p>Teachers, Parent Coordinator, PTA, Supervisors</p>

Parents will be asked to complete surveys and volunteer forms at the beginning of the year.	Parents, Teachers, Students	9/15-6/16	Teachers, Parent Coordinator, PTA, Supervisors
P.S. 41 will use Face Book and school website to invite parents to volunteer for special events throughout the year.	Parents, Teachers, Students	9/15-6/16	Teachers, Parent Coordinator, PTA, Supervisors
Teachers will use Skedula to keep parents informed about school events and times when teachers could use parent volunteers within the classroom.	Parents, Teachers, Students	9/15-6/16	Teachers, Parent Coordinator, PTA, Supervisors

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.										
Skedula, FaceBook, P.S. 41 Website, Copies of volunteer forms, Attendance Sheets, Email Addresses, Parent Contacts, Parent Surveys										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, P.S. 41 will have 3% increase in parent volunteers in classrooms and during school events measured by attendance sheets and parent volunteer forms.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

		<ul style="list-style-type: none"> • LLI works with students who are at risk. Focus is based on individual needs. • AIS pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block) using data from Fountas & Pinell and ongoing math assessments. • Before and after school AIS services provided for students who are determined at risk. 		
<p>Mathematics</p>	<p>Grades K-2</p> <p>All students were identified through Go Math Assessments.</p> <p>Grades 3-5</p> <p>All students were identified through Go Math Assessments as well as the previous year's NY state scores.</p>	<p>K-2: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <ul style="list-style-type: none"> • LLI pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block) • LLI works with students who are at risk. Focus is based on individual needs as indicated on assessments. <p>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p>	<p>K-2: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <ul style="list-style-type: none"> • Services are delivered during small group or one-to-one tutoring <p>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <p>Services are delivered during small group or one-to-one tutoring</p>	<p>K-2: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <ul style="list-style-type: none"> • Services provided during the school day. <p>3-5: Tier II (three 30 minute periods per week: SETSS as mandated by IEPs, ELLs, and Students in ICT classrooms with IEP's are serviced by the ICT teachers.</p> <ul style="list-style-type: none"> • Services provided during the school day. • Before and after school AIS services provided for students who are at risk.

		<ul style="list-style-type: none"> • LLI pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block) • LLI works with students who are at risk. Focus is based on individual needs as indicated on assessments. • AIS pull out in small groups or one-to-one (outside of the 90 minute literacy block and 90 minute math block) using data from Fountas & Pinell and ongoing math assessments. • Before and after school AIS services provided for students who are determined at risk. 		
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers must complete SWIS forms that provide Guidance Counselors with information about student behaviors.	<ul style="list-style-type: none"> • Conflict resolution, coping skills training, focusing strategies, team-building strategies, character-building strategies, self-esteem work, confidence – building • Bullying Prevention Program • Anger management groups • Bereavement groups 	Services are delivered during small group or one-to-one tutoring.	Services provided during the school day.

		<ul style="list-style-type: none">• Self-control groups• Self-Esteem groups<ul style="list-style-type: none">• Character training groups• Puberty groups		
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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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

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.).

At P.S. 41, we host Kindergarten Orientations twice a year inviting the students and parents to the school. During these sessions we share with parent's kindergarten expectations. To help both parents and preschool children transition we provide them with a packet of activities that would prepare students for Kindergarten. At this time parents meet the Kindergarten teachers who review classroom routines and ways to help their children adjust.

We have developed a partnership with Mind Builders who have a early childhood program. During the school year the preschool teachers from Mind Builders will meet with the Kindergarten teachers from P.S. 41. This joint PD will help build an open communication between the Kindergarten teachers and the early childhood teachers at Mind Builders. Teachers will gather data and support one another to develop best teaching practices that will benefit their students.

We also have a partnership with Parent Corp who specifically hosts classes for parents of students who are in early childhood programs and Kindergarten. Parent Corp helps parents transition their children into school and provide activities for them to do with their children at home.

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.

At P.S. 41 we have an assessment team that creates the assessment calendar for each school year. There is one representative on the team from each grade. The member of the assessment team meets with the members of the grade to discuss the assessments that will be used throughout the entire school year. Teacher teams meet two to three times a week to discuss and make grade decisions. On Mondays and Tuesdays during professional development time, teacher teams meet to make instructional decisions based on the analysis of student results. This inquiry process includes teachers developing common assessments that could be used to improve instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	837,711.00	x	10, 11, 12, 13, 14, 15
Title II, Part A	Federal	198,325.00	N/A	N/A
Title III, Part A	Federal	11,200.00	N/A	N/A
Title III, Immigrant	Federal	0	x	20, 21
Tax Levy (FSF)	Local	4,923,979.00	x	16, 17, 18, 19

¹Explanation/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.

²The **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, The Gun Hill Road School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[P.S. 41, The Gun Hill Road School]** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[P.S. 41, The Gun Hill Road School] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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>PS 41 The Gunhill Road School</u>	DBN: <u>11X041</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</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: _

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

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

-
Program 1 :

Title III Newcomers Reading Club:

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

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

-
Program 2:

-
Title III ESL Reading Club

-
Beginning in November 2014, a 16 week ESL Reading Club will begin for ELLS in grades 3-5. The group will meet on Thursdays from 2:30 to 4:00. The students will be chosen based on NYSESLAT scores and current reading data from both the classroom teachers and ESL teacher. Long term ELLS as well as advanced and intermediate ELLS in grades 3through 5 will be invited and encouraged to attend the program. The focus will be to strenghten acadamic vocabulary, deepen comprehension, develop research skills, develop fluency , and oral and written responses to literature . Title III purchased laptops will be utilized for research through the World Book online subscription purchased for the 2014-2015 school year.

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

Part B: Direct Instruction Supplemental Program Information

- Program 3:
- ESL Beginners Club (Grade K-1)
Beginning December 2014, a 14 week oral language development program will take place on Wednesday afternoons for a period of one hour (2:30-3:30) Beginners in grades K & 1 will be invited and encouraged to attend. The students will be chosen based on NYS ITELL results and oral language development needs.
- Two teachers will team teach - one certified ESL teacher and one general education teacher. These teachers will plan instruction based on the groups needs. The program will focus on strengthening listening and speaking skills through modeling and repetition via rhymes, chants, song, etc. Oral language will be emphasized through hands on activities such as cooking in the classroom, literacy centers, social interaction through art etc. A Title III purchased individualized computer based program (Imagine Learning) will be incorporated into each weekly session. This program is designed to strengthen and support all modalities of literacy and language acquisition. The Imagine Learning software uses engaging multimedia to teach students to speak and read English.
- Program 4:
- Getting Ready for the NYSESLAT
- In keeping with our goal of making gains within and across proficiency levels we will be implementing a 10 week program which is slated to begin in February 2015 and run through May 2015. This group will meet on Thursday afternoons from 2:30-3:30. This program will focus on each of the 4 modalities being tested on the NYSESLAT exam. The group of grade 1 and 2 ELLS will meet on Thursday afternoons for a period of one hour. One ESL teacher will plan instruction based on data from the Spring 2014 NYSESLAT exam. Teacher will strengthen areas of need in each of the 4 modalities: listening, speaking, reading and writing. Children will be exposed to test format and test language used in the NYS testing program. The ESL teacher will implement specific ESL strategies throughout each lesson. The teacher will utilize samples provided from the NYS Education Website as well as teacher created materials.
- One Assistant Principal will be present as supervisor for each Title III program. The supervisor will ensure the safety of all person involved in each program. Supervisor will oversee program management and implementation of curriculum according to Title III guidelines. The supervisor will be at no cost to Title 3
-
-

Part C: Professional Development

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

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

Begin description here: _____

To ensure tht ELL students receive adequate instruction to acquire English proficiency, two certified ESL teachers have been appointed to PS 41. ESL teachers will receive professional development and on-

Part C: Professional Development

going training through 4 ELL Forums offered through Network 607 , at no cost to Title III. . These workshops will foster a deeper understanding of ESL methodologies . In return ESL teachers will turnkey information and strategies to classroom teachers.

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

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

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

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

- Title 3 funded Professional Development:

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

- Program #1: Newcomers Reading Club

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

- Program #2: Title III Reading Club

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

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

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

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-
-

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

- Fall Fun Night

- Family Fun Night

- Family Game Night

- Science Night

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

- Homework Help

Helping Your Child as a Reader

Questioning to Support Your Child

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

Part D: Parental Engagement Activities

-
-
-

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 11	Borough Bronx	School Number 41
School Name Gunhill Road School		

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 Erika Tobia	Assistant Principal J. Lennon, D. Marblo & M. Moore
Coach Devika Samaroo	Coach /AIS Carmen Colon
ENL (English as a New Language)/Bilingual Teacher J. Calabrese & C. Lantigua	School Counselor Greysi Guzman
Teacher/Subject Area J. Berlanga/grade 2	Parent
Teacher/Subject Area B. Plaskett/AIS	Parent Coordinator Evelyn Collazo
Related-Service Provider S. Guerrero/SETSS	Borough Field Support Center Staff Member type here
Superintendent Meisha Ross-Porter	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	964	Total number of ELLs	84	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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"/>
---	--

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	66	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	18	Long-Term (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	
TBE	66	0	5	18	0	2	0	0		0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	12	8	9	10	10								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	1		1	1								0
Haitian														0
French					1									0
Korean														0
Punjabi														0
Polish														0
Albanian				1										0
Other	1	3	3		5	4								0
TOTAL	0													

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
Entering (Beginning)	6	2	2	0	7	3								0
Emerging (Low Intermediate)	1	1	5	3	1	6								0
Transitioning (High Intermediate)	2	5	2	2	3	2	0							0
Expanding (Advanced)	4	9	3	5	6	4								0
Commanding (Proficient)	2	3	2	2	5	2								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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND 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

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	3	8	1	6								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	2			0
4	8	4			0
5	9	2			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	9		3		1				0
4	6		5	1	2	1			0
5	9	1	1		1				0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	5	0	5	0	3	1		1	0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

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

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

Data from Fountas and Pinnel running records indicates the need for support in reading instruction. As a result ESL teachers have been trained and utilize the Leveled Literacy Intervention program. This program provides daily instruction in decoding, writing, comprehension, vocabulary, and sight words through a level library and other resources. The program provides daily homework that supports daily lessons. Directions for homework are translated into Spanish and other languages as needed. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the struggling students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

As per our RLAT report PS 41 currently has a total of 84 ELLS. This number represents approximately 8.7% of our school population. In grades K-5 we have 16.8% of our ELLS scoring at the Entering Level of language proficiency, 14.3% scoring at the Emerging level, 13.4% scoring at the Transitioning level, and 26. % scoring at the expanding level. In addition, 16 ELLS scored at the commanding level. As evidenced by the data ELLs have been making continuous positive gains in the NYSESLAT exam. Data indicates that writing needs to be an area of focus for transitioning and expanding students. Our transitioning and expanding ELLS tend to score higher in both listening and speaking.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

PS 41 has begun to use the data yielded from the AMAO to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The data is used to plan for support in needed areas. Such plans will include Afterschool or before programs, the use of Leveled Literacy Intervention, and/or additional Tier 3 instruction for ELLS who are at risk.

The AMAO tool indicates that PS 41 has 17.3% of our ELLS attained proficiency. We have met our target AMAO 2. AMAO reveals that 15 of our ELLS are at risk level 3 or greater. As a result, we will make pointed decisions based on individual needs. Additional support may be given by AIS teachers, during the school day, and/or ESL teachers using Title 3 funds for afterschool or before school programs. Classroom teachers of ELLS will work in collaboration with the ESL teachers to plan data driven, effective instruction. Classroom teachers will provide Tier 2 small group targeted instruction.

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?

Our ELLS made substantial progress in the 2015 NYSESLAT exam. Approximately, 17.3% of ELLS tested in Spring 2015 scored at the commanding level of language proficiency while others made gains across proficiency levels. ELA scores indicate slow progress and a need for additional support which may be given by AIS teachers, during the school day, and/or ESL teachers using Title 3 funds for afterschool program. Additionally, classroom teachers of ELLS will provide Tier 2 small group targeted instruction. Our Science and Math data shows that our ELLS continue to show higher gains as compared to ELA.

NYS Math and Science exams are ordered in the child's native language when necessary and determined appropriate. ESL teachers along with classroom teachers use data from the Spanish lab to determine whether or not the child may benefit from a translated version of exam. These exams can be used solely or simultaneously with English exam if needed for clarification. For students whose test were administered in their native language in MATH and Science their scores indicate that taking their exam in their native was beneficial to them. However, most of our ELLS take the exams in English.

Teachers are looking closely at the analysis of the ELL assessments, along with the ELL teachers. They are looking for the global needs of the group to be addressed during guiding/shared reading as well as the individual needs of students which will be addressed during guiding reading and/or math lesson.

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](#).]

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

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

Additionally, PS 41 has developed a shared understanding of effective instruction by using the Danielson Framework for teaching to guide our practice. In literacy and math we are implementing new standards based curriculum using a constructivist approach to student learning with an instructional focus grounded in timely actionable feedback. In addition, we rely on ongoing assessments such unit tests for Ready Gen, benchmark assessments in GoMath, formative and summative unit assessments as well as daily and weekly quick checks to identify gaps between the Common Core Learning Standards and what our ELLs are capable of doing. These assessments will also help measure the effectiveness of our instruction and allow for teachers of ELLS to make necessary adjustments

to their practice and to give actionable feedback, crucial to student success. Teachers will differentiate lessons based on data to ensure that every ELLS are challenged to learn and develop a deep understanding of concepts and ideas presented in the classroom.

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
ELL teachers analyze data from a variety of sources including: formal and informal assessments, student observations and progress monitoring. Instruction is aligned to address the needs and strengths in all modalities. Language goals are set and modified as needed for all ELLS. :
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our ELL program through data meetings where we discuss our ELL childrens Annual Yearly Progressions. These progressin are based on : Test scores such as the NYSESLAT, NYS Math and ELA. As well as teacher observations, informal and formal assessments, reading , math and science unit tests. Fountas and Pinnel running records, and inquiry study. For the Spring 2015, 16 ELLS scored at the commanding level of English language acquisition.

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.

Our school offers our students a selection of programs based on their entry criteria, assessment results, and parental choice. The Home Language Identification Survey (HLIS), required of parents/ guardians at registration, identifies those students that qualify to be tested using the New York Identification Test for English Lanuge Learners (NISTELL) within ten days of registration. The administration of the HLIS and the initial screening is conducted by the ESL teachers: Mrs. Calabrese and Ms. Lantigua. One of the ESL teachers interviews and assists the parent while completing the HLIS. Teachers who speak various lower-incidence languages provide translation services when needed. If a language other than English is indicated then an informal oral interview in English and in the native language is done with the student to determine English proficiency. After the informal interview, if the student is dominant in another language, the NYSITELL is administered by the ESL teachers mentioned above to determine ELL eligibility. If eligibility is determined necessary parents will be notified within 5 days as per new CR-PART 154 mandates. In addition, non entitlement letters , as per results of NYSITELL, will be sent home withing 5 days of testing.

Our Spanish speakers are tested with the Spanish LAB if they qualify for services based on the NYSITELL results. The results determine our ELL population, which can be further identified as ELLs who are Native Spanish Speakers or ELLs with other native languages. Subsequently, our will hold a few parent orientations. In the Parent Orientations, they view the DOE ELL Parent Orientation on line video in their home language which informs them of the NYC DOE ELL programs. Brochures (translated if needed) are also distributed , further explaining the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. One of the ESL teachers reads the questions on the survey to the parents. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. As a result of the program selection process, we place students according to the parent selection. Historically, 100% choose Freestanding English As a Second Language Program. However, if we do have parents who select a Transitional Bilingual (TBE) or Dual Language we inform them of their options. We explain that the numbers of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters are sent to the parent within 5 days of testing. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Letters are distributed one week

prior to the meeting and reminder letters are distributed two days before the meeting, as well as phone calls to perform.

Many parents attend the orientation meeting and select a program at that time. Those who do not attend receive follow up written notices and phone calls. As per the new CR_PART 154 regulations, if a parent does not return or come in to sign Parent Choice forms within 5 school days the following will occur:

The student will be placed in a bilingual class (which currently does not exist at PS 41). Therefore, these students will be placed in an ENL class (English New Language).

If a parent's choice is not currently available at our school we will inform the parent that the selection is not available and provide 3 different options.

Option 1: Keep the student enrolled in our school in the available program.

Option 2: Transfer their child to a different school where their first choice is currently available.

Currently we do not have the numbers of students to create a bilingual program due to parent choice. However, if the parent choice is not available at the school, students are put on a waiting list to determine if we gain sufficient numbers to create these programs.

If a parent would like a transfer, ESL teachers will immediately contact the Department of English Learners and Student support and coordinate a transfer with office of student enrollment.

Additionally, in order to ensure 100% of parent choice forms are signed, the ESL teachers attend several evening school functions. The majority of ELL parents attend our schoolwide functions thus, allowing us to meet individually with parents to discuss their parent choice options. Parents are also invited to meet one-on-one with an ESL staff member during preparation periods, before or afterschool. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated ESL services. We obtain the NYSITELL, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT, administered annually in the spring. The scores are reviewed to plan and differentiate our instruction program for our ELLs. A copy of all these parent letters are filed in a binder.

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

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

2. 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).
 Currently we do not have any SIFE children however the plan in place is as follows:
 We will examine attendance records to see if a child started in a NYC school, returned to their native country and returned back into the NYC school system. This may indicate an interruption in their formal education. We would gather information from parents regarding schooling in their country.
 We will interview the parents and child to find out more pertinent information regarding schooling.
 WE will administer an initial assessment which may include a running record, oral language assessment, and observational assessments.
 The students' needs will be prioritized. The student will be in a mainstream class served by an ESL teachers on a push-in/pull-out basis. They will receive additional interventions from the reading and math AIS staff. Guidance will also be available if needed.
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).
 Our IEP team along with the ESL teachers will work in collaboration to review and discuss an ELL student with an IEP. The team will review child's test results with team and determine what services are to be provided and the proper placement for the child. The team will review the IEP and carefully discuss each child's needs to determine whether or not the child will be tested in NYSITELL.
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.
 Immediately after scanning and identification of ENL students, ESL teachers will complete entitlement or non entitlement letter will notify parents by sending home the appropriate letter via student school bag as well as postal letter. Phone calls will be made to follow up on receipt of letter.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
 New to this school year parents will be informed of their right to appeal their child's ELL status. At our ELL informational conference (Parent Choice Meetings), which takes place during the beginning of the school year, all parents will be informed of their right to appeal. They will be informed via their language of choice. Additionally all parents of ELLS will receive a letter of entitlement which indicates their right to appeal ELL status. These letters will be sent home via school bag in each child's book bag. Letters are copied and kept on file in the ESL classroom.
- If parents are not in attendance they will receive follow up phone calls. ELL teachers will also utilize Parent Communication time on Tuesdays to call parents. K, 1, and 2 students are dismissed in house and ELL teachers will be able to wait for parents and or caregiver on Tuesdays during dismissal to locate and speak to them . If parent is not present during dismissal the ELL teachers will give Caregivers letters asking for parents to reach out to contact us.
- At our one to one parent choice meetings, parents are advised of all their choices and rights as a parent of an ELL. We encourage parents to ask questions and provide support as needed. We will use the TRANSLATION UNIT if needed for lower incidence languages in need of translation.
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.
 Beginning in Fall of 2015, the ESL teachers provided several small group Parent Orientation sessions. These small group sessions, allows for more discussion and clarification of parental choices. In the Parent Orientations, they view the DOE ELL Parent Orientation online in their home language and informs them of the NYC DOE ELL programs. Brochures (translated if needed) are also distributed further explaining the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. One of the ESL teachers reads the questions on the survey to the parents. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. As a result of the program selection process, we place students according to the parent selection. Historically, 100% choose Freestanding English As a Second Language Program. However, if we do have parents who select a Transitional Bilingual (TBE) or Dual Language we inform them of their options. We explain that the numbers of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters are sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Letters are distributed one week prior to the meeting and reminder letters are distributed two days before the meeting. .

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

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.
The majority of our parents attend the orientation meeting and select a program at our individual or small group parent meetings. The few parents that are unable to attend or do not respond will be given a second notice with a choice of times/days that may work for them. Additionally, C. Lantigua and J. Calabrese will follow up with phone calls.
Due to the NEW CR PART 154 regulations, if a parent does not return the Parent Selection Form within 5 school days the following procedures will take place
As per CR Part 154 the default program for ELLs is bilingual education However, we do not have sufficient numbers of parents wanting bilingual programs and as a result the child will be placed in a free standing ESL class.
All Parent Choice forms will be collected by Calabrese and Lantigua and kept in a locked file. All program choice forms will be in the parent's native language. One ESL teacher is bi-literate in Spanish and English will speak during all Spanish orientations. If The Translation Unit is needed we will call for assistance.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ESL teachers monitor that these forms are completed and returned. Parents are invited several times in order to ensure that these forms are completed. We send notices of invitations a minimum of 3 times. At the same time, we follow up with phone calls. A log is kept of outreach attempts. If parents are unable to come in for an orientation, an over the phone explanation will be given to allow parents to understand their options. ELL teachers will also use Parent Contact time, on Tuesdays, during dismissal to speak with guardians picking up children who have not returned forms. All efforts will be made until 100% choice forms are completed.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ESL teachers monitors that these forms are completed and returned. Parents receive follow up letters to invite them in, providing them with times that are best convenient to them. Parents are given follow up phone calls to encourage coming in to complete survey. If parents do not come to our school to complete , program selection forms are sent home via school bag and then via mail. The majority of our parents attend our one on one meetings which allows us to complete program choice forms in a timely fashion. However, the ELL teachers will continue to out reach until 100% of parents sign their choice form.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ELL teachers keep all copies of parent choice forms locked in a file cabinet. Copies of non-entitlement and entitled letters will also be locked in a file cabinet.:
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.
In efforts to ensure that all sections of the NYSESLAT exam is administered to each ELL start by sending home notification of the exam and the dates they will occur. All classroom teachers are given a test schedule as well so that they can remind students prior to exam. We review school calendar of events to ensure there are no conflicts during testing times for each group. During the testing period, if a child is absent, the school calls to remind children that they must be present for all sub-tests. In the case of persistent absences, classroom teachers, test coordinator and administration makes every effort to contact parents and inform them of the importance of student attendance. A log is kept for all, if any, chronic absentees. We also follow up with attendance team to identify attendance patterns ie. multiple 504s.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
PS 41 will ensure that the continued entitlement and transitional support parent notification letters are distributed to all eligible ELLs by sending home letters in childrens' book bags . Beginning in September 2015, we will also mail copies of these letters. Follow up letters and phone calls will also be made to ensure receipt of letter
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).

All parent requests are aligned with school placement. The majority of our parents choose free standing ESL as their first choice. Only 2 parents have requested a bilingual transfer. As a result, the office of ELLS was contacted for further assistance. Transfers were offered to both parents. PS 41 will continue to work with the Office of ELLS in order to provide parents with their first choice. After our individual parent meetings the majority of our parents choose FREESTANDING ENL. Parents were given the time to view the online Parent choice video and then ask questions about each of the programs. One Spanish speaking ESL teachers provided any translation for parents who only speak Spanish. Translation unit will be used if translation is needed for any other lower incidence languages.

At this point, we do not have sufficient numbers of parents who choice Bilingual and/or Dual language program. As a result, we do not have either program in our building. In the case that we have 15 or more students across one or two consecutive grades , who speak the same language, we will open a bilingual or dual language class.

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.

- b. TBE program. *If applicable.*

:PS 41 is a K-5 school with an enrollment of 964 students. We currently have 84 English Language Learners (ELLs) in grade K - 5 that represents 8.7% of our total population. The ELLs are serviced using a combination of freestanding and intergrated ESL model. While the majority of ELLs are Spanish speakers, we also have speakers of of Arabic, Vietnemese, French, Fulani, Hausa and Albanianl. In order to meet their education needs, we provide additional enrichment programs beyond the school day. Mainstream ESL student services are provided through a combination of push-in and pull-out model. Students are grouped according to needs and proficiency levels. Both ESL teachers are dually certified in Common Branches and TESOL.

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

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

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

Our School has implemented a Colloborative Team Teaching (CTT) approach to provide services for the ELL populations. The ESL teachers work with the classroom teacher on a daily basis in order to ensure progress for each English Language Learner. Two New York State Certified English as a Second Language Teachers push in to ELL classrooms or pull out small groups for ELL instruction. One ESL teacher provides services to grades K-2, and the other ESL teacher provides services for Grades 3-5. Ell students in Grades K-5 who are at the entering and emerging levels of English language proficiency receive 360 minutes of ESL instruction per week, one unit of ENL and 1 unit of ENL/ELA) as per CR Part 154. ELL students at the transitiioning and expanding level of proficiency receive 180 minutes of ESL instruction per week as per CR Part 154.

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

The ELL push in /pull out services will be provided in accordance with the mandated ESL allotted time based on student proficiency level. These push in / pull out services are provided by both ESL teachers who are dually certified in Common Branches and ESL. The students who are Entering and Emerging levels will receive 360 minutes of instruction. Small group instruction will also be provided by ESL teacher based on needs and data. The children who have acquired greater academic language proficiency and perform at Transitioning and Expanding level of english proficiency will receive 180 minutes of instruction weekly in both ESL and ELA. This instruction takes place daily within small group pull-out instruction by dually certified ESL teachers. The certified and licensed ESL teacher pushes in or pull out for specific amount of time in accordance with CR part 154 regulations. Newcomers with very limited English will be pulled out a period each day to work on small group instruction in English Language and strengthen their vocabulary and oral language development. The ESL teachers work collaboratively to both address the needs and promote the strenghts of the children. We will also continue to support English language acquisition. We will also continue to support English language acquisition through the implementation and support of the Leveled Literacy intervention program focusing on strenghtening reading and writing skills.:

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

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

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

Social Studies instruction in Grades K-2 use Scott Foresman textbooks and hands-on materials, as well the Rosen and Dominie Press Social Studies Libraries. These differentiated, leveled content area materials are used for guided and independent reading. Textbooks are used as read-alouds and shared reading. ELL students specially benefit from this mode of instruction. In addition, our students have access to World Book online for support in research based projects. Spanish translations are offered for this program.

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

ELLs who meet the criteria are first tested using the NYSITELL . Those children who are Spanish speaking and fall below the cut scores are then tested in Spanish using the LAB-R test. The LAB-R will be used to determine Spanish language proficiency. State tests for MATH, and Science are ordered in the child's native and utilized when needed for state testing in order to provide an opitmal testing situation for ELLS. ELLS with lower incidence languages who are in need of an oral translation will receive translation from an outside vendor for MATH exams. ELLS who are native speakers can be given translated versions of all Go Math assessments for support in their native language.

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

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

6. How do you differentiate instruction for 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

A. SIFE Students: We currently do not have any SIFE students at our school however the following plan is in place if needed: We will examine attendance records to see if a child started a NYC public school, returned to their native country and returned back into NYC schools system. This may possibly indicate an interruption in their formal education. PS 41 will make an initial SIFE determination within 30 days of a child's enrollment by ensuring the following:

1. Administer the oral interview questionnaire. For the children who have a home language of ARABIC, Haitian Creole, Chinese, or Spanish they will be administered the LENS evaluation.
2. Student's needs will be prioritized. The students will be in a mainstream class served by the ESL teacher on a push-in/pullout basis. They will receive additional interventions from reading/math AIS support staff. Guidance will also be made available if needed.

B. Newcomers: ELL students new to the country are not usually grouped by grade but by level of language acquisition and data based needs. ELL teachers pull-out newcomers across grade levels at least 4 out of the 8 mandated periods. During this time the focus is on strengthening basic interpersonal communication skills and intensive vocabulary development. Activities such as role playing, dramatic play, cooking, and games are being used to internalize the English language. This a pull-out component that allows newcomers to experience their second language in a non threatening, exciting environment. The additional mandated time is spent on fostering reading and writing development within the classroom using ESL methodologies. Several newcomers will also participate in a computer based ESL program: Imagine Learning. Additionally, we will continue with our Title III NEWCOMER Club which focuses on vocabulary development through music, role playing and music. Literacy skills will be reinforced as per data provided by both ELL and Classroom teachers.

C. ELL students who are still developing and strengthening their english skills will be closely progress monitored through both formal and informal assessments such as i-ready computer diagnostic, Leveled Literacy Intervention (Fountas and Pinell) running records, unit assessments, etc. ELL teachers and classroom teacher will closely work together to develop lessons that are scaffolded and differentiated to support "developing" ELLS.

ESL teachers collaborate with class teacher to identify gaps in ELL student learning. These students receive whole class instruction, small group instruction with classroom instruction and small groups instruction with ELL teacher. Intensive academic vocabulary instruction is highlighted during small group ELL instruction. The ELL teacher scaffolds instruction based on student needs and English language proficiency levels. When the need arises for additional support AIS staff will also provide a level of support.

D. Long Term ELLs: We currently have no long term ELLs at PS 41. However, if in the case that we receive a long term ELL the following will be in place:

*The student will be continuously progress monitored so that instruction specifically devoted to the strengths and weaknesses of this child

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

E. Former ELLs:

ELL teachers will continue to collaborate with classroom teachers in order to provide best instruction for these students. We will continue to use data to drive instruction and support formers ELLs academically and socially.:

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.

To ensure that a student's academic progress has not been affected based on the re-identification, between 6-12 months, the

principal, assistant principals will meet and consult with the ESL teachers, classroom teacher, IEP team and parent/guardian of student. A collaborative discussion will take place and a review of the child's interview, informal and formal assessments, diagnostic and summative reports, classroom participation, observations all to ensure the child is making the necessary strides and progression expected at his/her level. Additional services will be given if the child has been adversely affected by appeal decision. The necessary action will be taken and information, documentation and Transfer ELL request form will be

Chart sent to the Senior ELL CPS for review.

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

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

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?

Special Education teachers, including SETSS teachers, and ELL teachers collaborate on a regular basis to ensure that the ELLs-SWDs , academic needs are being addressed. IEP goals are reviewed and ensured that these goals are being addressed in daily instruction by all service providers. ESL teachers and SETSS teachers often push in and work collaboratively in order to provide academic success for ELLs with disabilities. Using the Danielson Framework for teaching as a model, lessons are scaffolded to provide different points of entry for students. Modifications and adjustments are made as needed based on data. Thus, intensive targeted intervention to support ELLs with IEPs such as Leveled Literacy Intervention, Wilson or Foundations Reading programs.

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 Chart	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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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

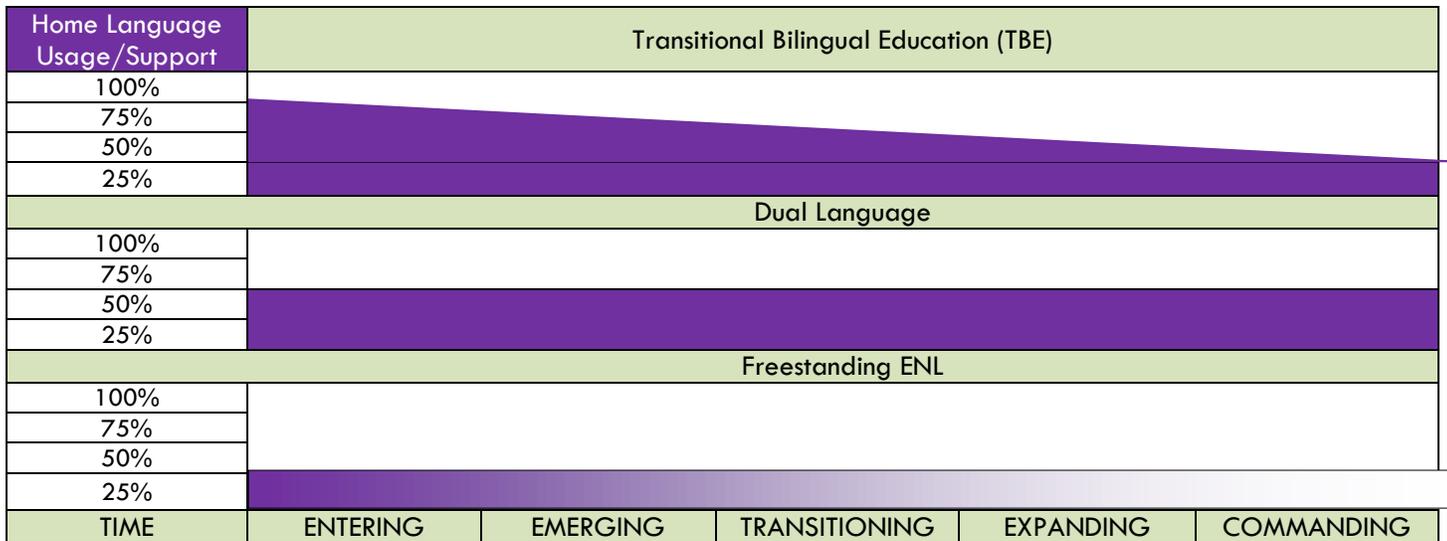


*Note: “other approved services” does not apply to New York City at this time.

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.
- c.

ELLs will be chosen based on a collaborative discussion with ELL teachers and classroom teachers. Data from NYSESLAT will be considered along with formal and informal classroom assessments, running records, unit tests, etc

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

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

Raz Kids: In order to support reading, PS 41 has purchased a RAZ Kids license for all ELLs. This program is an online guided reading program with interactive e-books, downloadable books and reading quizzes to assess comprehension. Teachers have access to A to Z reading to support guided/independent reading instruction. Spanish books may be downloaded for newcomers if needed.

The classroom teachers of ELLs follow the math pacing calendar aligned to the common core to assess students and uses item analysis to determine student needs. All students will be identified for intervention based on Go MATH assessments in grades K-3. Grades 4-5 we will use a combination of Go Math assessments and prior years State Math Assessment. Go Math contains an ESL activity guide which will be used for intervention support. The guide is designed to supplement English Language acquisition. Additionally, Go MATH incorporates differentiated instruction utilizing ESL strategies for each and every lesson. These modifications will be used for Tier 2 small group instruction within in the classroom.

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

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

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

We are looking into an effective program that will support our beginners. Beginners who recently arrived to the US. We have been researching materials that would support newly arrived ELLs giving them the basics they need to further develop their language. We have recently set up a web cast to preview the Pearson Language Central program.

Imagine Learning will be purchased for 28 ELL students based ELL status. Entering and emerging ELLs will participate in Imagine Learning which is a computerized individualized English language program. Support in native language is provided for several languages.

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

We do not have any programs that have been discontinued for ELLs. However, we have made adjustments to curriculum material and programs that will benefit ELLs. We currently incorporate Leveled Literacy Intervention (LLI) by Fountas and Pinnell as one of our materials used for ELLs. We have tweaked the program and worked collaboratively with the LLI team to better serve the needs of ELLs using the program. One example of a modification we have made is that some lessons are taught over a two day period providing more time for differentiation and scaffolding for the more complex LLI lessons/texts.

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

ELLs are heterogeneously mainstreamed into the classroom where they are eligible and participate in school programs available. ESL students are invited to all afterschool programs and enrichment afterschool programs. Additionally, Title III funds are used to have afterschool programs solely for ELLs based on needs and data analysis. One ESL teacher will have a new comers

club focusing on oral language development through song, TPR, poetry, technology, etc. The ESL teachers for Grades 3-5 will have an afterschool reading club which will focus on comprehension, phonics and writing.

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.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support will be delivered in our ENL program through the use of dictionaries, pictures that feature translation in native languages. Additionally the following programs provide support in native language.

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

Go Math: allows teachers to print each lessons, homework and tests for native speakers of Spanish

Think Central: an online program to support Math instruction provides Native language support in Spanish for parents for lessons and support lessons assigned by teachers.

Imagine Learning, an individualized computer program, provides support in native language. The program provides directions to students for their native language so that they comprehend the tasks they are working on.

Individual guided reading books, through A to Z reading can be printed and downloaded for speakers of Spanish for independent reading time. These will be used for newcomers reading in their native language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

At the kindergarten level, PS 41 offers a parent orientation for all incoming K students, including ELLs. Kindergarten teachers and parent coordinator preview procedures for a smooth transition in the our school. Curriculum and expectation are reviewed at the orientation. Parents are encouraged to ask questions, discuss concerns and celebrate their excitement about becoming part of our school community. Spanish translation is available.

We also plan to continue our ESL Newcomer Club using Title III funds. ELL teachers will continue to team teach with general education teaches to support newly arrived ELLS both academically and socially.

19. What language electives are offered to ELLs?

There are no language electives offered at PS 41

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)?

Paste response to question here not applicable:

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.)
please see summary after question 4
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?
please see summary after question 4:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? In efforts to support our students for Middle School, we have fully adopted the Common Core Aligned Literacy and Math Curriculums: Ready Gen and Go Math. In doing so, we have ensured that all students, including ELLS, will receive rigorous instruction in these areas.
Additionally, The guidance counselors at PS 41 support both students and families in their transition from Elementary to Middle School. Our Spanish speaking guidance counselor provides a workshop for all Spanish speaking ELLS informing them of their options and school choices for Middle school. Both counselors work together to hold several workshops so that they may inform parents of their choices as well as support in the application process. If Translation Unit is needed, they will be contacted for support.
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.

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

Based on the results of the needs assessment survey given to classroom teachers who service ELLs, and/or teachers who need the mandated 15% of hours in ELL professional development, the following on-site staff development topics will be addressed: Professional development will take place during common planning times, Monday and or Tuesday during contractual professional development time. The following topics in addition to others as needs arise will be covered:

*Supporting Newcomers In the Mainstream Classroom		Fall 2015
*Understanding Stages of Language Acquisition to Support ELLS in the mainstream classroom	Fall 2015	
*Scaffolding instruction for ELLS within Content Areas		Ongoing
Differentiating for ELLS within Classroom	Ongoing	
* Getting Ready for the NYSESLAT	Spring 2016	
* Using Technology to Support ELLS /Imagine Learning	Ongoing	

C.Lantigua and J., Calabrese will provide continual support as needed.

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

All staff development workshops will incorporate NYS Common Core Learning Standards and will focus on strategies to specifically differentiate the needs of ELLs. A focus will be on scaffolding instruction and lessons to allow for comprehensible input. School leaders are regularly engaged in supporting teachers with goal setting, progress monitoring, lesson planning and data analysis. Professional development will be ongoing throughout the year and will include both formal Curricular Professional Development as well as "Invitational" professional development focused on differentiated needs of the teachers throughout the school year.

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?

At PS 41 we have an open door policy where parents are encouraged to call or meet whenever there is a concern or issue. In addition to our mandated parent orientation meetings, PS 41 will have additional one to onescheduled meetings with parents of ELLS. Teachers of ELLS and ESL teachers will utilize the contractual parent contact time on Tuesday afternoons to meet with individual parents of ELLS based on needs. If these times are not conducive to parent schedules, other times and days will be made available. These meetings will keep parents of ELLS abreast on their child's level and progression. These meetings will encourage a "Team Effort" to enable further success in content areas. If needed we will have Spanish speaking translators available and will provide oral translation from the Translation Unit if necessary .

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.

response to question 2:

Attendance is documented on sign in sheets or log book.

SEE additional information in summary after question 6.

ELL parents are invited and actively participate in all areas of parental involvement at PS41. ESL teachers along with classroom teachers utilize our parental contact time on Tuesdays to work with parents of ELLS. During these sessions ESL teachers will provide support on how each parent can support their child at home. In order to support native language, the Spanish speaking ESL teacher, Carmen Lantigua will be present during all workshops for parents of ELLS. In addition, Spanish speaking staff will be available at all in house parent engagement activities including but not limited to: Parent Teacher Conferences, Family Nights, etc. If needed the Translatin Unit will be utilized to support in translating lower incidence languages.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school as partnered up the the Promise Zone, The mission of the Promise Zones is to create learning environments that engage students so that they are on task and ready to succeed. Academic achievement and graduation are a focal point of activities. Goals of the NYC Promise Zone Initiative include: Improved attendance, Decreased Suspensions, Improved Academic Achievement, Decreased Referrals to Special Education, Increased Family Engagement in School. Promise Zone is available to Family of ELLS if needed.

Additionally, our school has partnered up with the Montefiore Medical Center which provides an afterschool programs for students in our school including ELLS. The program supports ELLS with homework help, language acquisition through drama, story telling, music, cooking etc. Montefiore supports parents of ELLS by aiding with their ELL child's homework and providing child care, and providing academic support for ELLS whose parents may not be proficient in the English language.

PS 41 has partnered up with Parent Corp, which is a research based family program designed to foster environmenrs which are nurturing, predicatable and safe for young children. The aim of the program is to strenghten the home school connection through the values of collaboration, parent autonomy and culture. PS 41 offers Parent Corp in both English and Spanish. Our Spanish guidance counselor, has been trained and provides this program to Spanish speaking parents, including parents of ELLs who are in need.

5. How do you evaluate the needs of the parents? A survery will be distributed to gather feedback to determine and evaluate if PS 41 is meeting the needs of our ELL parents. This survey will address the quality of our translation services, as well as, the ifnornation needed to help their child progress both socially and academically in our school community. The survery will be distrubuted twice yearly and analyzed to ensure the needs of the parents are being met. PS 41 will also use the NYC parent survery for data.

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

Ms. Collazo , our bilingual Parent Coordinator encourages all parents inclusive of ELLS to participate in our workshops and meetings. Throughout the year teachers hold workshops to help parents become better acquainted with curriculum so they may take a more active part in their child's education. Parental volunteer are always welcomed and encouraged. Parents can assist the classroom teacher or observe if they would like. In addition, many meetings are held where the parents can have their questions and concerns addressed throughout the school year. Tuesday afternoon parent contact time is made known to parents if a need arises for a discussion or to keep parents abreast of their child's progress.

For the 2015-2016 school year, we will use program funds to collaborate with the Parent Coordinator at our school. The ESL teachers will also collaborate with the SETSS teachers, and AIS staff to integrate the parents of ELL students into parent workshops and meetings. If the parents speak a language other than English, an interpreter will be available. Parents of ELL students will be actively encouraged to participate in all school wide parent workshops and meetings so that they can be more actively involved in their child's education and better assist their children at home.

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

ESL parents are encouraged to attend in house on-going workshops to empower them to support the educational needs of their children. In order to ensure optimal participation of ELL parents at these workshops, translation and oral interpretation services will be provided. Additionally, school-wide activities provide an opportunity for the PS 41 school community, including ELLs, to learn about our diversity and help build community. In order to achieve these goals the following are activities and workshops will be provided for the PS 41 school community during the 2015-16

Beginning in December 2015, ESL teachers will host workshops for parents focusing on ways to supports ELLs at home. These workshops will include "make and take" activities for at home use. All ELL parents will be invited and encouraged to participate.

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

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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: **School Name: Gunhill Road School**
 Superintendent: M. Ross Porter

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) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

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

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

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

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

When parents first arrive at PS 41's main entrance, they are greeted by the multilingual Welcome Poster, located directly behind the security sign in desk. In addition, the language identification guide is on the main office counter which makes parents aware of the availability of language services offered. The parent coordinator along with the language coordinator are aware of the direct number for the translation services if needed at any time. This ensures us to determine the needs of our parents within 30 days of a student's enrollment allowing us to arrange and manage any translation and interpretation needs they may need throughout the school year. Additionally, many of our registration documents are readily available in alternate languages provided by DOE translation unit including but not limited to: emergency cards, ethnicity identification, bill of rights, etc.

In order to gather data regarding home language and written/oral language preference, we use several sources of data. Our primary source is the HOME LANGUAGE survey. Part II of the HLIS allows us to know the language or preference in the home. We also gather reports from ATS (HOME language Aggregate) to cross reference parental language choice. Our registration packet and informal meetings

during registration enables us to become familiar with parental choice in written and oral language for conferences, meetings, workshops etc.

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.

Through the process followed and discussed in question 1 above, PS 41 has determined that the language in which written translation and oral interpretation is needed is Spanish. All important documents (i.e., letters and other correspondence) will be translated into Spanish.

Other languages of need are:

Vietnamese
Fulani
Arabic
French
Albanian

Part B: Creating a Communications Calendar

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

This correspondence includes, but is not limited to: Title I and Title III letters for Extended Day, After School programs and activities and Saturday Academy, important and necessary letters to be sent home from school, handbooks and flyers for parent workshops, and letters that are sent home from the School Assessment Team to parents for IEP meetings. During registration HLIS surveys, ethnicity identification forms, emergency cards, and Parents Bill of Rights are readily accessible in languages translated via the NYC DOE translation unit.

These translated services will meet our identified needs so that our large non-English speaking population will be more involved in the day-to-day activities of our school. Non-English speaking families will be more aware of the workshops and services provided to the P.S. 41 school community. These services will provide non-English speaking parents with access to their children's educational options, help support parent-school accountability and broaden parents' capacities to improve their children's achievement. Additionally, these services will also help ensure our continued compliance with CR Part

154 and Title III regulations.

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.

Throughout the school year we have 4 formal face to face Parent Teacher conferences
Parent Teacher Conferences will be held during the following months:
September.:Open School Night
November: Parent Teacher Conference
March: Parent Teacher Conference
May: Parent Teacher Conference

At PS 41, our goal is to have clear communication with parents. We continually interact with parents on an informal basis. This year we incorporated a 35 minute time frame every Tuesday which was dedicated to informal parent contact. Additionally, phone calls from guidance, nurses, classroom teachers ,ELL teachers occur on a regular basis.

Part C: Providing Language Assistance Services

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

PS 41 will provide Spanish translation and interpretation services from pedagogues and staff who are bilingual. If translation is needed in a lower incidence language such as ARABIC, Twi or Fulani, an outside vendor may be contracted to provide these services. Our parent coordinator helps with the new comers (students and families) get better acclimated with our school and community. Welcome and ELL Orientation meetings are held as well as Back to School Nights, where Spanish speaking translators are available on site. Also when needed we arrange over the phone interpretation services through the Translation Unit. We make every effort to provide translation services to all parents of all languages as needed.

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.

The Parent coordinator is very involved in assisting both new comers and previously enrolled ELL students and their families. Throughout the school year Parent Meetings are held monthly to help all parents, including parents of ELLS become better acquainted with the curriculum. At these meetings Spanish speaking translators are available along with translated literature in the family's native language. On an as needed basis, we will arrange over the phone interpretation services via Translation unit. ELL

teachers can also provide translation services via internet for take home letters, memos, parent workshops, flyers, and homework for Spanish speaking ELL students and parents. These translated services keep our parents actively involved in our school community as well as better assist in her child's social and academic growth.

Part D: Training Staff on Policies and Procedures

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

We will ensure that all staff is aware of the translation services by disseminating hand written letters and discussing during PLCs. A meeting early in the school year will take place during each common planning time to confirm that the staff of PS 41 are aware of the interpretation services when needed for parent and teacher/CSE meetings.

Email notification has been sent to all staff notifying them of translation services made available through the translation unit as well as notice placed in all staff mailboxes indicating TRANSLATION Units direct contact info and languages available.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

PS 41 provides Spanish translation for citywide and school wide documentation and materials. Spanish speaking staff are available in house during registration, parent meetings and workshops. As well as IEP meetings. In the event that a language other than Spanish is needed, we will provide services from an outside vendor.

Parents will also have access to:

- a poster concerning Language Assistance services on parent information bulletin board on first floor.
- a copy of Attachment A, of the Chancellor's regulation A-663 will be distributed during registration.
- the following link will be on the school's website directing parents on translation services: www.nycenet.edu/Offices/translation/ContactUs/Default.htm

Part F: Monitoring and Quality Control

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

PS 41 will create a survey that will also gather feedback regarding the quality and availability of translation services. The survey will be designed by ELL support staff and disseminated a minimum of two times per year to ensure that parents are content with the quality and availability of services. New this school year, parents will have access to PUPIL PATH which is aligned with Skedula. Skedula is a computer program/app that provides information regarding grades, assessments, homework and additional resources. Skedula reports and notifications via Pupil Path will automatically be translated to the parent's preferred identified home language via ATS. This program will keep our parents informed of their child's progress, in their preferred language while at the same time strengthening school/home connection.