2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 02M041
School Name: P.S. 041 GREENWICH VILLAGE
Principal: KELLY SHANNON
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
  • Section 5A Framework for Great Schools Element - Rigorous Instruction
  • Section 5B Framework for Great Schools Element - Supportive Environment
  • Section 5C Framework for Great Schools Element - Collaborative Teachers
  • Section 5D Framework for Great Schools Element - Effective School Leadership
  • Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td></td>
</tr>
<tr>
<td>BEDS Code</td>
<td></td>
</tr>
<tr>
<td>Grades Served</td>
<td></td>
</tr>
<tr>
<td>School Address</td>
<td></td>
</tr>
<tr>
<td>Phone Number</td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td></td>
</tr>
<tr>
<td>School Contact Person</td>
<td></td>
</tr>
<tr>
<td>Email Address</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or PA Chairperson)</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td></td>
</tr>
<tr>
<td>CBO Representative</td>
<td></td>
</tr>
</tbody>
</table>

#### District Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical District</td>
<td>02</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Bonnie Laboy</td>
</tr>
<tr>
<td>Superintendent’s Office Address</td>
<td>333 7th Avenue, 7th floor, NY, NY 10001</td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td><a href="mailto:Blaboy@schools.nyc.gov">Blaboy@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>212-356-3815</td>
</tr>
<tr>
<td>Fax</td>
<td>212-356-7514</td>
</tr>
</tbody>
</table>

#### Field Support Center (FSC)

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC</td>
<td>Manhattan</td>
</tr>
<tr>
<td>Executive Director</td>
<td>Yuet Chu</td>
</tr>
<tr>
<td>Executive Director’s Office Address</td>
<td>333 7th Avenue, 8th floor, NYC, NY 10001</td>
</tr>
<tr>
<td>Executive Director’s Email Address</td>
<td><a href="mailto:YChu@schools.nyc.gov">YChu@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>646-470-0721</td>
</tr>
<tr>
<td>Fax</td>
<td>917-339-1765</td>
</tr>
</tbody>
</table>
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Shannon</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jamie Hillegas</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Maya Dorian</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Alice Ho</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>David Allee</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Janie Hwang</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Maud Maron</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Michelle Caldwell</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Michael Larocco</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Josephine Koh</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

PS 41 is a collaborative community dedicated to the mission of providing the highest quality education to each of our students. Central to our mission is a shared belief that each child brings to our school a unique set of abilities and talents. Our highly dedicated faculty work closely together in an enriching environment for all of our students. Equally central to our mission is the teaching of important community values. Thus, we encourage children to celebrate diversity, to respect each other, and to work together with shared goals. We recognize a supportive environment as
one that also includes clear expectations and academic rigor. PS 41 is dedicated to teaching a common-core curriculum in a supportive environment, to ensure that our students will achieve their highest potential, and go on to a lifelong quest for learning and achievement.

PS 41 is a collaborative community dedicated to the mission of providing the highest quality education to each of our students. Central to our mission is a shared belief that each child brings to our school a unique set of abilities and talents. Our highly dedicated faculty work closely together in an enriching environment for all of our students. Equally central to our mission is the teaching of important community values. Thus, we encourage children to celebrate diversity, to respect each other, and to work together with shared goals. We recognize a supportive environment as one that also includes clear expectations and academic rigor. PS 41 is dedicated to teaching a common-core curriculum in a supportive environment, to ensure that our students will achieve their highest potential, and go on to a lifelong quest for learning and achievement.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Located in the heart of historic Greenwich Village, PS41 both reflects the rich cultural diversity of our neighborhood, and dynamically incorporates the resources of our neighborhood into our studies. The arts are integrated into all curriculum areas. Our building is a vibrant testimony to the creative pulse of our community.

Our Green roof Environmental Literacy Laboratory (GELL), which opened in September 2012, has become an important new outdoor classroom and community space for our school. The green roof gives teachers and students the opportunity to observe and conduct hands-on experiments outside of the classroom in a natural setting. The green roof has also supported us in building community with numerous learning events to support staff, families, and our local community (city-wide events like Open House NY, teacher training, hosting other schools for tours, and events with partners such as National Wildlife Federation). PS41 is partnering with MS 442 and The Bronx Design & Construction Academy High School to develop and publish a first-of-its-kind K-12 green roof curriculum guide.

We provide a variety of enrichment opportunities to support students’ interests, passions and academic learning. We believe that students’ exposure to various arts and academic enrichment clubs assists them with engaging in critical conversations, and reinforces and enhances the learning that takes place in classrooms.

- Book clubs
- Math Olympiads
- Extended Day clubs (specialty and classroom teachers) during non-academic Extended Day, so that all students have the opportunity to participate
- STEM science club
- Technology club
- Track
- Art club
- Poetry club
- National Dance Institute
- Chorus
- Band (Rhythm-cats)
- Chess
- PAF intervention group
- Social Skills group
- Reading Recovery
- Whitney Partnership
Family-School Partnership

Our family-school partnership is integral to everything we set out to accomplish at PS41. A meaningful and engaged connection to one’s community and school has a significant and symbiotic impact upon academic progress. To that end, we have devoted considerable time, effort and resources to providing multiple and varied opportunities for every one of our 745 families to participate and be productive in our community.

Examples of our strong commitment to the family-school partnership:

- Strong, respectful and dynamic partnership between the Parent Coordinator, parents, teachers and staff and administration. Parents have an accessible and proactive liaison who works closely and positively with all school staff. In addition, the Parent Coordinator has connected every family to differentiated e-mail lists and draws on professional writing skills to communicate in a highly effective and valuable manner.

The School Leadership Team, in addition to working on the CEP, will continue to collect feedback from families that provide constructive, productive information for the administration.

Examples of fostering home and school connections are:

- Family mornings - monthly gatherings of families with their children’s class where lessons, curriculum and celebratory events are conducted
- Class Potlucks - an annual tradition at the beginning of the year helps build community among families in the class and create an adult connection to the teacher
- Back to School Night - program has been designed to provide both an overview of the curriculum and an opportunity for parents to socialize and engage with one another in the building
- Green Market - reinforce the work done via WITS to teach about health and nutrition; set up and pricing provides real world way to engage math and communication skills

After school Fair - community access to the diversity of programs available to families to provide care and enrichment opportunities after school, and before and on school holidays
- Kindergarten family picnic and middle school search meetings -- support for incoming and outgoing students
- Workshops for families on subjects that include helping your children with transitions, safe technology, grief counseling, math and literacy curriculum

Supportive Environment -- Through our school-wide reflection process, our teachers noticed a need to support colleagues in developing specific tools and strategies to help struggling learners be more successful. This is how the Student Intervention Team (SIT) was formed. As a way to help build student independence, accountability and transference in our instruction, classroom teachers from multiple grades decided to collaboratively build a team to study how we could support students by helping teachers embed modifications in all aspects of their instruction.

The team is composed of special education teachers in the lower grades (PreK-2) a special education teacher and general education teacher in the upper grades (3-5), and 2 service providers. We have built in time for the team to meet weekly, either before or after school; and time for classroom teachers to present, inquire, and plan with the team.

The SIT will help and guide classroom teachers to provide interventions, accommodations and modifications for students who are having academic and/or behavioral challenges. The SIT will tailor its support to individual classroom and/or grade level needs. SIT members will help provide and implement specific tools and strategies for teachers to help students (e.g., differentiation, adaptive materials, classroom management, engagement, behavior plans). These interventions are to be implemented before students are referred to PPT. The interventions will be hands on, practical and specific.

In reviewing our SLT survey, and feedback from our community (students, families, teachers), we found that although we had workshops to address many topics we believed we should cover as a school (forming positive friendships, establishing routines), community members felt that a better way to approach the engagement of students, self-awareness and the building of healthy relationships would be to have a school-wide character education program that addressed these topics across grades and departments.
Since healthy peer relationships predict students’ grades both concurrently and over time, PS41 developed a Character Education Program, launched in September 2013. A committee of teachers and administrators researched and analyzed various character programs, with the goal of selecting one to implement school wide. It was concluded that the ideal program would be one created by our own community, bringing together the best of many programs, as well as resources developed by the 41 faculty. One character trait is highlighted every month (e.g., respect, empathy, resilience). Developmental lesson plans are created by our Community Building Committee, which consists of many faculty members across grades and content areas. We continue to refine this program based on feedback from students, families and teachers.

<table>
<thead>
<tr>
<th>3.</th>
<th>Describe any special student populations and what their specific needs are.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with ED classification-- need to provide more training to teachers in de-escalation strategies and find community resources for families looking for mental health services.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th>Identify 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This past year the elements we made the most progress in are: Rigorous Instruction and Supportive Environment. Our key areas of focus will be: to continue our work in providing all students with access to rigorous learning that will increase cognitive engagement and to continue to provide a supportive environment where students and teachers thrive.</td>
<td></td>
</tr>
</tbody>
</table>
## School Demographics and Accountability Snapshot for 02M041

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK,0K,01,02,03,04, 05</td>
<td>694</td>
<td>No</td>
</tr>
</tbody>
</table>

### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>47</td>
<td>66</td>
<td>1</td>
<td>38</td>
<td>68</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Music</th>
<th>Drama</th>
<th>Foreign Language</th>
<th>Dance</th>
<th>CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>23</td>
<td>23</td>
<td>22</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

### School Performance for Elementary and Middle Schools (2017-18)

- **ELA Performance at levels 3 & 4**: 85.5%
- **Mathematics Performance at levels 3 & 4**: 86.9%

### School Performance for High Schools (2018-19)

- **ELA Performance at levels 3 & 4**: N/A
- **Math Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **6 Year Graduation Rate**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Pacific Islander</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Pacific Islander</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

### Overall NYSED Accountability Status (2018-19)

- **Adequate Yearly Progress (AYP) in ELA (2016-17)**: N/A
- **Adequate Yearly Progress (AYP) in Mathematics (2016-17)**: N/A
- **Adequate Yearly Progress (AYP) in Science (2016-17)**: N/A

---

2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Over the last few years, we have continued to place an emphasis on having deep conversations and discussion. Teachers and students have been considering the types of questions to ask that would elevate the level of dialogue in classrooms. Structures and routines developed over the past few years have supported partner talk, small group and whole group conversations. Teachers have been working towards having students lead whole group conversations, posing their own questions and commenting on each others’ ideas. As a continuation of this work, we wanted to have students take the lead with their own learning, including student self-reflection. After analyzing the results of our State ELA exam scores we found in grades 3-5 that approximately 20% percent of our students on each of those grades struggled with questions that centered on authors purpose and/or the central message of the text.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

All students will engage in conversations that cause them to think, reflect and deepen their understanding on their continuum of learning. Students are expected to explain and justify their reasoning and conclusions based on content-based evidence, and critique the reasoning of others.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-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).</td>
<td>All classroom teachers</td>
<td>August 2016-June 2017</td>
<td>Coaches, admin team and staff developers</td>
</tr>
<tr>
<td>Our Instructional Team Specialists (Math and Literacy Coaches engage in conversations around-- What teaching moves can be used to support students going beyond recall to reasoning, justification and higher order thinking? What supports do we provide students in using text based evidence to ensure effective conversation?</td>
<td>All classroom teachers</td>
<td>August 2016-June 2017</td>
<td>Literacy and math Coaches, AP’s—TC staff developers</td>
</tr>
<tr>
<td>Our units on literary essays, literary responses as well as our work with literary conversations have been updated keeping this goal in mind. Students’ on demand writing pieces help teachers decide on specific teaching points at the beginning of these units to enhance student learning</td>
<td>Classroom teachers/Cluster teachers</td>
<td>September 2016-June 2017</td>
<td>Teachers, coaches and Admin team</td>
</tr>
<tr>
<td>We will use Webb’s Depth of Knowledge and author’s purpose in grades 3-5</td>
<td>Classroom teachers, Arts and Science teachers and coaches</td>
<td>September 2016-June 2017</td>
<td>Teachers, teachers liaisons to the Whitney and Highline and admin team</td>
</tr>
<tr>
<td>Working with educators from the Whitney and Highline we will continue to expand our development of open ended questions in the Arts/Science classrooms using the Close Inquiry approach.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Monthly classroom curriculum newsletters- monthly family mornings for families to watch teachers teach and then parents can work side by side with their child. Curriculum Overview night in Sept, Content area workshops before school and evening math night. Bi monthly parent workshops given by school counselor, invited speakers on a myriad of topics based on parent feedback from our SLT survey this past May

### 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.
Block Scheduling, Common planning, Monday PD, Study groups, summer workshops, and various curricula.

| 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 |
| | | | | | | | | | | 21st Century Grant |
| | | | | | | | | | | SIG |
| | | | | | | | | | | 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.

After each unit of study teachers will look at student progress as noted in reading response journals, on demand assessments and at student’s scores on end of unit rubrics to measure progress during each unit of study. This work will include sharing the assessment data from each class on Monday PD/grade meetings to look for class and grade wide trends. Our PD model includes time set aside for class inter-visitations to look at teaching moves that support student’s growth in this area. Time is scheduled for debriefing of lessons and the impact on student learning. The instructional team collects and analyzes Mosl information as well as interim running records to monitor student growth across each class and grade. This data is collected 3 times a year and shared with all teachers.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Student notebooks end of unit assessments and on demands.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you</td>
<td></td>
</tr>
<tr>
<td>are supporting the whole child?</td>
<td></td>
</tr>
</tbody>
</table>

As we have realigned curriculum to meet CCLS, there have been greater demands requiring higher order thinking by students. Teachers observed that when implementing rigorous lessons and tasks, there were groups of students that were partially engaged. When looking at student data, teachers thought about how they were asking questions, what tools they were using, and modifications being made to support the range of student needs. The special education reform prompted us to think about how to support both special education and general education teachers. For the past four years, our ICT teachers have been working closely with general education teachers to provide access for students by sharing expertise.

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2017 all teachers will have training in tools/strategies/techniques that provide all students access to rigorous learning that will support students in staying cognitively engaged in lessons as measured by a student growth on on demands assessments, mid unit benchmarks and end of unit assessments, as well as all teachers scoring effective on at least two observations on their MOTP in 3C.**
### Part 3a – Action Plan

#### Activities/Strategies
- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers/Paraprofessionals</td>
<td>July 2016-June 2017</td>
<td>Literacy and Math coaches, SIT team and admin team</td>
</tr>
</tbody>
</table>

**Teachers will work with our consultant from Kristen Goldsmansor to study and create a toolbox of strategies to support our students who struggle to articulate their thinking.** Our student intervention team will continue monthly workshops for general education teachers. **Ladder of scaffold will be discussed and how those scaffolds are removed over time to support student independence.** Personalized charts such as: word wall book mark, puffle step by step writing support tips, math mini charts, what to do when stuck cards, etc. are given to students to use and teachers/paraprofessionals teach into the use of these tools. **Table charts are available for content support as well as to support organizational needs.** During Curriculum night, family morning each month and during teacher conferences, families are provided with these tools so they can be utilized at home to support ongoing earning across content areas. **These tool support strategies that focus on breaking down information into smaller, manageable segments, acquiring academic language, organizational skills and processing of content information.**

**Teacher teams and teacher partners will observe videotaped lessons as well as observe colleagues teaching as part of our inter visitation model. This work specifically looks at how teachers support students with disabilities as well as EnL learners.**

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classroom teachers and Setss teachers</td>
<td>September 2016-June 2017</td>
<td>Teachers, Coaches and admin team</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

- Newsletters, family mornings, open school, parent workshops, teacher video tutorials

### 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.

- Grade meetings, Professional Development cycles of inquiry, full day professional development days, coaching staff, SIT/AIT team and Speech team and Consultant work

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

The instructional team meets with our consultant each month and reviews her logs that she submits outlining work being done at each visit. We look at various pieces of student data (notebooks, post its, on-demands, end of unit assessments, use of individual charts, social cue cards, IEP goals, etc...) to understand the progress of each student and to anchor our conversation around best teaching practices. We also look at student growth during our observations process, particularly when looking at how effective student engagement is and how rigorous a task is and the modifications chosen to support intellectual engagement. In February 2017 the admin team, student intervention team and ICT cross vertical teams will analyze effectiveness of PD cycles, one one on visits as well as inter visitations on teachers ability to meet students needs across classrooms.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Graded on demands, class conversation checklists; post its, progress towards IEP goals and student notebooks.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year. When the UFT contract was changed a few years back we worked with our teachers and instructional team to create a vision for how we would structure our Monday afternoon professional development time. Each year we analyze the work done, the impact on student achievement and teaching practices and make revisions to the plan to meet the needs of our community. We have utilized various structures to support this ongoing work. Our teachers meet both by grade level and cross grade level teams. We calendar our year long PD into 3 cycles. Utilizing Learning Improvement Science has supported our need to want to understand problems more deeply. Is the problem we identified a problem and if so, what evidence do we have to support that? The intention was to slow down jumping into solutionitis. This is work we want to continue along with encourage our teachers to choose a topic/challenge they feel passionate about studying in a more in depth way that will impact student a academic/social and emotional growth.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

Indicate your school's 2018-19 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.

Teachers will continue to refine and utilize cycles of learning to support student’s academic, social and emotional growth. By June 2017 all teachers will have been involved in a minimum of three inquiry cycles and two topic based inquiry cycles.

Last year several teams chose to look at the social/emotional development of children and factors that impact that growth which then impact academic growth. Kindergarten looked at play and the impact on how children related to one another through play to build social competence. Grade 5 studied the use of social media and the impact on peer relationships and self esteem. Both teams took a different path in their cycle of learning and this work was shared with all teams during our reflection sessions and resonates deeply with other teams. Cycles of learning provides the structures to do this work and understand what challenges our students face, owe can best support them and improve student growth. We will continue to employ teacher feedback on the effectiveness of how cycles are designed as well as to share what protocols and structures worked best for deep collaborative team work to continue to thrive at our school.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity стратегия?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, coaches and admin team</td>
<td>Sept 2016-Oct 2016</td>
<td>Admin and coaches</td>
</tr>
<tr>
<td>Teachers, coaches, service providers and paraprofessionals</td>
<td>Oct 2016-June 2017</td>
<td>Teachers, coaches and admin</td>
</tr>
</tbody>
</table>

Opening PD and subsequent Monday pd sessions will center on school wide goals and how this impacted the development of our timeline for teacher team work this year. The timeline is co-created with our teacher leaders and coaches.

Monday pd sessions broken into 3 large cycles and 2 shorter cycles

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Workshops, family mornings, guest speakers and conferences and open school nights, pts school events

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.

- Per session/per diem for additional team meetings before and after school to coordinate inter-visitations, videotaping of lesson, etc...

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>X</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

After each cycle we have 2 sessions to reflect on the process and share out learning across grades and teams. This allows us to refine our structure and protocols if necessary. This gives time for teams to decide on next cycle of
learning, i.e., continue with their current work or begin to address a new challenge. Coaches and admin provide feedback to teams when necessary, in addition to peer feedback teachers receive.

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher feedback forms after each cycle- student growth as measured by teacher made assessments and or standard assessments such as: running records, rubrics, conference notes, etc...</td>
</tr>
</tbody>
</table>

| **Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

For the last two years our school has focused on how our mindset affects all aspects of our teaching practices as well as interactions throughout the day. We hold the belief that a healthy community must talk openly about our challenges as well as our successes. The admin team chose the book Growth Mindset by Carol Deck as our summer reading last year. This year as we continue studying the topic of Growth Mindset we faced a new challenge around how to offer support to our teachers who want to know how to best help children with trauma or escalating physical and or emotional behaviors. We decided that along with the many trainings around de-escalation strategies and workshops on students social and emotional (PBIS) well being we would take a step back to learn more about the underlying factors that lead to these behaviors and how we can continue to build classroom communities where all students value and feel safe taking risks, working through productive struggle and can relate positively to their peer and teachers. This summer our faculty selected the book—Lost At School by Ross Greene as our summer reading. This book came highly recommended by several teachers.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2017 in order to support educators in understanding root causes of behavioral challenges, ways to develop students behavioral strengths as well as how to identify students who need additional behavioral intervention supports we will utilize nd unpack our professional reading—Lost at School.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Selection of summer reading text from 3 choices.</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All educators</td>
<td>May 2016-June 2016</td>
<td>Admin team and coaches</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting the context for our summer work—goals and summer reading assignments (intro and chapters 1-2 with guiding questions – June PD and faculty meeting on last day of school).</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All educators</td>
<td>June 2016-Sept 2016</td>
<td>Admin and coaches</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monthly book club studying the text and its implications during faculty meetings as dedicated Monday PD for 6 sessions from Oct-May.</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All educators</td>
<td>Sept 2016-June 2017</td>
<td>Admin, coaches, and teacher leaders</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All day PD days will have a part dedicated to zooming in on various chapters of our reading of Lost at School.</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All educators</td>
<td>Sept 2016-June 2017</td>
<td>Admin, coaches and teachers</td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- School newsletters, website and video montages, PTA meetings, SLT meetings, Twitter account

### 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.

- Utilize Monday PD session throughout the year, grade level meetings and Full day PD days. Coaches and teacher leaders along with admin team will meet once a month after school.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.
Monthly meetings and coaches along with teacher leaders will allow us to reflect and refine the process of studying this text and the implications for future work to be done. What questions come about as we continue this work for us will be utilized to drive ongoing pd planning, what skills need to be developed in our faculty as well as what resources best match supporting this work in our school. November PD will be centred on zooming in to chapter 3 and each teacher looking at one student they work with in the context of this new learning. This case study work will be used at monthly grade meetings and monthly teacher team work. In November, January and April all teachers will present their case study and ways they are working to support their students needs, shared what is working and what challenges still exist and share resources with colleagues to fine tune next steps for their continued work as well as plan for upcoming interventions.

**Part 5b. Indicate the specific instrument of measure that is used to assess progress.**

Feedback sheets from teachers and coaches, classroom visits, talk taking place during PD, grade meetings and faculty meetings.

**Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

For the past several years, the School Leadership Team, in addition to working on the CEP, has created an annual survey exclusively for PS41 parents and uses that feedback in a constructive and productive manner. This past year the team moved to creating 3 smaller surveys to gather data that would provide timely data on a variety of topics that affect our community. This year the team will continue to facilitate feedback (either through survey or one-on-one and group gatherings), exploring new ways to engage our family community and solicit input on the effectiveness and value of school based activities, like

- Enrichment and intervention programs (After school clubs, SIT)
- Curriculum presentations (workshops, family mornings, in-class projects)

Additionally the SLT will work with counsels and community groups (like the Community Education Council for District 2 and 75 Morton Street Committee) to bring PS41 family concerns and perspective to community projects and programs that impact our school and students

- Continue to foster home-school connections through events and programs like:
  - Family mornings and the Back-to-School curriculum night that have been extremely successful in engaging parents and guardians in the curriculum and provide tools that they can use with their children at home
  - Class Potlucks--an annual tradition at the beginning of the year which helps build community among families in the class and create an adult connection with the teacher
  - Back to School Night--program has been designed to provide both an overview of the curriculum and an opportunity for parents to socialize and engage with one another to build community
  - Green Market--reinforce the work done via WITS to teach about health and nutrition; set up and pricing provides a real world way to engage math and communication skills
  - After school Fair--community access to the diversity of programs available to families to provide care and enrichment opportunities after school and on school holidays
  - Kindergarten family picnic and middle school search meetings – support for incoming and outgoing students
  - Workshops for parents on subjects that include helping your children with transitions, safe technology, grief counseling, math and literacy curriculum
In conjunction with the PTA and SLT, we will identify and implement programs that engage families and the larger school community to strengthen and enrich our student’s learning.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
</table>

In conjunction with the PTA and SLT, we will identify and implement programs that engage families and the larger school community to strengthen and enrich our student’s learning. The SLT will send family surveys home in November, March and May to analyze effectiveness of current program and gauge ongoing and future needs.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach to families to solicit feedback about curriculum, enrichment, intervention programs</td>
<td>Families</td>
<td>Sept 2016-July 2017</td>
<td>PTA, SLT, Administration</td>
</tr>
<tr>
<td>Outreach to families to solicit feedback on community needs</td>
<td>Families, Education based Community Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT surveys sent home in November, March and May cover various topics such as: effectiveness of curriculum night, family mornings, enrichment and intervention programs as well as home school connections and outreach efforts.</td>
<td>Families</td>
<td>November 2016-June 2017</td>
<td>SLT, PTA, Parent Coordinator, Teacher leaders</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Y program, Whitney, Highline program, Lincoln center, NDI
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.

SLT meetings, PTA meetings and Open school Nights.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Title II, Part A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Title I SWP</td>
<td>Title I TA</td>
<td></td>
<td>Title III, Part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>X</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

The SLT meets monthly to address our school wide goals as part of our CEP review process. Monthly PTA meetings and Executive Board meetings allow for timely feedback from members of the community and ensure adjustments to our plan if needed. In addition to these public meetings, exit surveys, feedback from Q and A sessions are some of the ways we monitor our work in this area. Progress is analyzed formally three times a year (Nov, Feb and May).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance at PTA and school events. Feedback from Internal SLT surveys.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED's memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students not meeting grade level standards or who scored a level 1 or 2 on NYS ELA exam</td>
<td>PAF group, Small group phonics work with Sounds in Motion, Explode the code, Reading Recovery, reading clubs <em>(book series, read aloud, guided reading)</em></td>
<td>Small group and one on one</td>
<td>Before and during the day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students not meeting grade level standards or who scored a level 1 or 2 on NYS Math exam and or ECAM assessment</td>
<td>Skill and strategy group work, stations and center time, math in the city supplemental units, Morning meeting routines and problem of the day.</td>
<td>Small group and one on one</td>
<td>Before and during the day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students not meeting grade level benchmarks</td>
<td>Units of study that support writing like a scientists, center work, science research notebook with checklist detailing how to conduct research experiments, trade books and think aloud</td>
<td>Small group and whole group</td>
<td>During and after school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students who do not meet grade level standards</td>
<td>Think aloud, social studies notebook <em>(essential questions), paired texts</em></td>
<td>Whole group and small group</td>
<td>Before and during school</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Social skills group, divorce group, and developing organizations skills group</td>
<td>Counselor and social worker use various curricula, picture books, social stories, games and</td>
<td>Small group, one to one and whole group</td>
<td>Before, during and after school</td>
</tr>
<tr>
<td>role play to support skill development for these topics/needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
## Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

#### Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

<table>
<thead>
<tr>
<th>Number</th>
<th>NA</th>
</tr>
</thead>
</table>

2. Please describe the services you are planning to provide to the STH population.

<table>
<thead>
<tr>
<th>Services</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

| Number | 4 |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
access to free after school programs, school supplies provided, parent meetings with school counselor and monthly check-ins with our parent coordinator.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

| Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | X | 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.

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).

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.).

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.

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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[]</td>
<td>[]</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent and Family Engagement Policy**

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 Greenwich Village School**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

**[PS 41]** will support parents and families of Title I students by:

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

The school's Parent Involvement
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 Every Student Succeeds Act (ESSA).
- 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:

---

**Encouraging School-Level Parental Involvement**

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)

School-Parent Compact (SPC) Template

[PS 41M, The Greenwich Village School], in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA).

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act; Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
**DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2017-18 AND 2018-19 SCHOOL YEAR**

**DIRECTIONS:** This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the *English Language Learner Policy & Reference Guide.*

### Part I: School ELL Profile

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>41</td>
<td>The Greenwich Village School</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Shannon</td>
<td>Michelle Amato and Hetal Patel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Ngai</td>
<td>Jamie Hillegass</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL/ Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betsy Chairman/Rebecca Oyer</td>
<td>Bob Caputo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Taylor/2nd grade</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristian Blum/1st grade ICT</td>
<td>Michele Farinet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>Maria Broughton</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonnie Laboy</td>
<td>type here</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**D. Student Demographics**

2018-19 CEP
Total number of students in school (excluding pre-K) | 721 | Total number of ELLs | 14 | ELLs as share of total student population (%) | 1.94%

**Part II: ELL Demographics**

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

At PS 41 we use TCRWP as an assessment tool to assess the literacy skills of ELLs. This assessment measures a variety of literacy skills including: concepts about print, letter identification, high frequency word recognition, spelling skills, decoding and comprehension skills. We use these ongoing running records, on demand assessments for pre and post until work, most assessments and conferencing to help support and plan for student needs and to design and modify lessons or grouping based on needs presented. This also allows us to plan appropriately for small group intervention work both as part of Tier 1 and Tier 2 Intervention.

We also regularly assess literacy in the ELL class. Because our groups are small and divided by grade, we are able to strongly support writing skills being taught by grade level. We do a great deal of small group writing and editing, in addition to
individualized pieces. We use rubrics while writing and during the editing process, so students understand and internalize what is expected of them. Students in grades 2-5 keep dialogue journals with the ELL teacher, and are required to write and turn in entries twice a week. The ELL teacher keeps consistent records of oral language development, assessed through individual conferences and classroom observations. Noted are vocabulary, structure and general comprehension development.

In accordance with the RTI Model for ELL’s Academic Success, students we have who are below grade level in literacy and who aren’t showing enough improvement with Tier 1 support, get intensive, targeted intervention through extra reading/writing support from a variety of sources. Some of these sources are America Reads and student teachers, and AIS either in small groups or through individual instruction.

2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We use a variety of methods to measure the success of our ELL program. We analyze NYSESLAT data at the beginning of every year to make sure that our ELLs are making consistent growth, but the ELL teacher also regularly monitors literacy development through teacher-student conferences, portfolio assessment, and regularly kept dialogue journals (ELL class). Social English growth is monitored through individual student observation. Aside from monitoring NYSESLAT results, we also look at how our ELLs are faring in Science, Math and ultimately the ELA state tests.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use 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.]
We collect a wide range of data to help us assess student needs. We use the data to drive our instruction, both in the regular classroom, the ELL classroom, and when needed, with other Tier 2 or Tier 3 supports outside the classroom.

Our school places a strong emphasis on regular, personalized assessments, in addition to standardized tests, so we can analyze students' needs and develop appropriate academic plans for them. In the ELL classroom, we assess oral language development through recorded observation of students interacting with peers during small group and paired work, and during formal and informal (1:1 conferences) student-teacher interactions. We use the data gathered to build oral language scaffolds that focus on both social English and academic English. We do word study lessons and use word thermometers that deal with general conversation as well as conversation revolving around literature and specific content areas.

We will use RTI as one way to support our ELLs through our Thursday meetings at 8:00am. It is there that we will gather the classroom teachers of all ELLs and provide support and training that they can use with their ELLs.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
Our ELLs typically make great strides from year-to-year. For example, almost all ELLs who began 2014-15 as "Entering," ended the year as "Expanding." The only exceptions were two students who have learning disabilities. We attribute this to both the immersive environment they are learning in and the coordination of all instructors working with the child to achieve grade goals. With regard to grades, the younger the grade, the more improvement is seen. This is an expected outcome, given that the Language Acquisition Device becomes less and less accessible the older the child becomes. Since most of our ELLs are the very young (K-2), we see much advancement from the NYSITELL to the NYSESLAT, due both to the nature of language acquisition and the hard work of all instructors involved.
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Part IV: ELL Programming

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.

      This year, we have two Entering-level students. One is a K, one is in 5th grade, so we are not able to instruct them together. The rest are Emerging (1), Transitioning (1), and Expanding (10). Because we must support the lower levels in a stand-alone model as well as an integrated one as per CR Part 154, but because the very beginners are not in the same grade band, Rebecca pulls these two children out for ENL instruction on a one-on-one basis. Because it is a one-on-one basis, individual needs can be met, and individual goals can be set and adjusted easily. So Rebecca coordinates on a weekly basis with each classroom teacher, and learning goals are set. Then in the next correspondence, learning is assessed and new goals are set. As for the other ELL’s, the administration has been able to group them together to make Rebecca’s time more effective. For example, all the Expanding ELLs in 2nd grade are in the same class, and their teacher is ESL-Certified. In 1st grade, the two Expanding ELLs are grouped in the same class, so that Rebecca can support two at the same time. In K, most of the ELLs are in one classroom. One exception is the Transitioning student in 2nd grade, who is on the Special Education side of the ICT class. Rebecca coordinates on a weekly basis with his classroom teachers and they decide the learning goals for that week, before Rebecca pushes in to see him. Last is the Emerging Kindergartener, who is repeating Kindergarten, has special circumstances (from a 3rd world country, physical as well as learning disabilities) and is seen by multiple service providers. Coordination with his ICT teaching team is also handled on a weekly basis. So to summarize: individual goals are set weekly in coordination with the classroom teacher (via email or face-to-face conversation). Stand-alone or Integrated services are provided as per the new CR 154. Goals are assessed and discussed weekly before moving on to new goals. We also email more frequently if a specific need arises, etc.

   b. TBE program. If applicable.

      Not applicable. We do not have the student population to require this program.

   c. DL program. If applicable.

      Not applicable. We do not have the student population to require this program.

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)?

      This year, we have two Entering-level students. One is a K, one is in 5th grade, so we are not able to instruct them together. The rest are Emerging (1), Transitioning (1), and Expanding (10). Because we must support the lower levels in a stand-alone model as well as an integrated one as per CR Part 154, but because the very beginners are not in the same grade band, Rebecca pulls these two children out for ENL instruction on a one-on-one basis. Because it is a one-on-one basis, individual needs can be met, and individual goals can be set. So Rebecca coordinates on a weekly basis with each classroom teacher, and learning goals are set. Then in the next correspondence, learning is assessed and new goals are set. As for the other ELL’s, the administration has been able to group them together to make Rebecca’s time more effective. For example, all the Expanding ELLs in 2nd grade are in the same class, and their teacher is ESL-Certified. In 1st grade, the two Expanding ELLs are grouped in the same class, so that I can support two at the same time. In K, most of the ELLs are in one classroom. One exception is the Transitioning student in 2nd grade, who is on the Special Education side of the ICT class. Rebecca coordinates
on a weekly basis with his classroom teachers and they decide the learning goals for that week, before Rebecca pushes in to see him. Last is the Emerging Kindergartener, who is repeating Kindergarten, has special circumstances (from a 3rd-world country, physical as well as learning disabilities) and is seen by multiple providers of services. Coordination with his ICT teaching team is also handled on a weekly basis. So to summarize: individual goals are set weekly in coordination with the classroom teacher (via email or face-to-face conversation). Stand-alone or Integrated services are provided as per the new CR 154. Goals are assessed and discussed weekly before moving on to new goals. We also email more frequently if a specific need arises, etc. All integrated ENL is in Core Content Areas, and/or, where appropriate ELA studies. Our school uses a Balanced Literacy approach to learning, so students get consistent literacy input, helping them with Language Arts in English. Home Language Arts are not applicable, because we do not have the student population to warrant it. As for ELA: Rebecca sees the Transitioning and Expanding students only when they are studying reading and/or writing. She coordinates with the classroom teachers before hand and is familiar with the CCLS for each grade and discusses the learning goals for that week with the teacher. They make a plan about what to focus on. As for HLA, we do not provide HLA at PS41.

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 the stand-alone program, our two beginners receive one-on-one tailored ENL instruction. For the pre-beginner, focus is on survival English with direct translations in his HL. For the other beginner who has some conversational English, she is studying classroom vocabulary so that she can function and follow directions in class, (for example, "line up, I don’t understand, partner, being still, drinking fountain, smart board, cubby, etc.) along with Tier 2 vocabulary for Math, Reading and Writing vocabulary (for example, dot cube, roll and record, stretching a word, reading like a scientist). Both students are working with their first few sight words as well–learning how to recognize, pronounce and spell them (for example, the K words right now are, a, are, in, see and the 5 th grader is working on common verbs and their conjugations, am, are, is, be, do, go, like, have). These words are presented in a themed lesson, so they have more meaning to the student, rather than memorizing lists. In the integrated model, Rebecca pushes in during Reading or Writing Workshops, Word Study, or any time where ELA is featured in the lesson. She sits with the ELLs when the children break from group discussion, and supports the learning standard that is being taught with more direct vocabulary instruction as needed, and checking for comprehension, and asking questions to assess understanding of the learning goal. class, we address a variety of content areas. Instruction is divided so that time is spent on specific Math language and Science language, as well as general English language development. In addition, because a great deal of PS 41’s curriculum is Social Studies based, during ENL class, Social Studies themes are addressed. Students learn vocabulary and language structures that scaffold what they are doing in their mainstream classrooms. They also learn language acquisition strategies that help them across the content areas. For example, in the ENL classroom we use “word thermometers,” which provide students with a range of vocabulary options for a particular word/idea (ex. For temperature, we have words like boiling, burning up, scorching, hot, warm, room temperature, etc.). The words are related to a variety of topics we cover in class, including content area lessons. Students are then responsible for creating their own word thermometers for their mainstream classroom and they keep these in their folders/notebooks to support independent work. The multi-faceted approach we use with our ELLs facilitates their access to classroom learning.

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

The Spanish LAB is given when applicable. In addition, when standardized tests are administered, we have translations available when possible and translators available when the DOE does not provide tests in a student’s language.

5. 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

Currently we have no SIFE students but if any enroll in our school, they will be invited to attend extended day, small group
sessions for individualized support. In addition, they will, if assessment suggests they need it, receive support from our AIS (Academic Intervention Services) team.

ELLs who have been in the U.S. for less than three years are monitored by their classroom teachers and the ENL teacher to assess any specific language and cultural understanding barriers. The teachers regularly discuss their findings in order to develop tools to meet individual needs. The needs are addressed through a variety of language learning methods used in the mainstream and ENL classrooms as well as but not limited to lessons about American customs and cultural norms. These methods help students become comfortable around new traditions. Students’ backgrounds and cultures are celebrated and they are often asked to be “experts,” teaching about their specific countries and traditions.

ELLS in grades 3-5 are given test preparation classes in addition to English language instruction. Skills and strategies that are required for the test are embedded into the mainstream curriculum so it is part of the students’ everyday learning experience. Students are provided with practice material and time is spent teaching “testing language.” They also do some test prep in the ENL classroom. On the day of the exams, ELLs are provided with the appropriate testing modifications as per testing mandates.

When we have LEP students receiving between 4 and 6 years of English Language Learning services, members of the LAP team meet early in the school year to discuss specific academic plans to help these students succeed. The first thing we do is analyze the previous spring’s NYSESLAT results to see in what modality/modalities the student is struggling. Once that is determined a course of action is designed to support the student in the areas (s)he needs.

Former ELLs receive targeted, integrated instruction in small groups during classroom instruction in the Content Area. Content Areas include Reading, Writing, Social Studies, Math, Science, and ELA. Former ELLs, for up to two years after exiting the program are entitled to 90 minutes of ENL support. We currently have six former ELLs who are monitored to ensure that their academic English is on par with their non-ELL peers. Testing accommodations are mandated for former ELLs for the two years after exiting, so classroom teachers are reminded as the NYS testing period nears, and ELLs are provided with extra time to adequately complete the exams.

6. 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?
ELLs identified as having special needs are serviced as per their IEPs. But ELLs, just by being ELLs, have "special needs" which are addressed as the classroom teacher and Rebecca Oyer, the ENL provider, coordinate with each other. This is done on a weekly basis by email or face-to-face consultation. Rebecca reviews ENL strategies with the classroom teacher, like explicitly teaching a tier 2 vocabulary word, rather than the implicit way that non-ELLs can access it. At the same time, the classroom teacher relays
the learning goals for the week, and then Rebecca returns the communication with ideas for making sure the ELLs can access the information. These strategies include quick, informal check-ins with the students to assess comprehension, making sure the ELLs have a non-ELL "buddy" in the classroom whom they can go to for support, and making sure that when a new strategy is introduced, there are other ways to access the information, like pictures, gestures, etc. Related service providers regularly meet with the ENL teacher to discuss ways to interweave the strategies each student is being taught, in order to facilitate the student's access into the general school curriculum. Technology being used includes an iPad for the pre-beginner. He can access an online translator. We also use the computer in stand-alone class to access pictures to support comprehension, and Quizlet.com, which is a free online resource that provides games and assessments in a variety of topics.

7. 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?

Service providers, including the ENL teacher, attend SWD's IEP meetings, in order to determine and plan for helping said students achieve their IEP and English acquisition goals. Scheduling of services is carefully coordinated to ensure that ELL-SWDs leave class at the least disruptive times. The ENL portion of their services is provided in the integrated model as much as possible, so that they can continue to learn with their peers, with Rebecca's support.

8. 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.

At this time in the school year, we have not identified any ELLs (beyond the SWDs) who need further intervention and support. But, if an ELL is targeted as needing further services or support, we have a range of intervention services available at PS41. If reading is found to be below standards, the Reading Recovery services are provided. One to one support: Cycles last between 12-18 weeks and student meets with teacher 4 times a week for 30 minutes each time.

Early Morning Intervention in Literacy and Mathematics-Small group work with classroom teacher or other qualified faculty member. Duration-50 minutes twice a week

At-Risk Math Support-Push-in and pull-out with math specialist. Duration-2 times per week for 10 weeks

In addition, students who are identified as needing at risk support are seen by a SETTS teacher for cycles of 8-12 weeks.

Wilson/Fundations and Orton Gillingham programs (PAF) are offered three times a week during word study block and once a week during independent reading. This entails small group work with a specialist trained in these programs.

Our ENL teacher meets with all student and families prior to summer break to ensure leaning needs are supported through the summer. This includes books to take home, information on summer programs and continuation of writing in their student journals.

All services are offered in English only.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
This year we are continuing to expand our PAF program across grades 1-5. PAF utilizes an Orton Gillingham approach to learning. The program will focus on grades 1 and 2. We will be adding a summer program where students can come in on designated days during the summer to meet with a SETSS teacher who will read with them and provide them with new books to take home in their book baggies.

10. If you had a bilingual program, what was the reason you closed it?
   We will not be discontinuing any services.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   ELLs are offered translation services in regard to all school activities—translation of curriculum, parent-teacher meetings, PTA meetings, school-wide events, after school programs and community outreach programs. Families of ELL students are contacted by the Parent Coordinator and meet with her when they first enter our school. If translation is needed, we provide that and the PC ensures the families are aware of the many programs during and after the school day that we offer.

   Our PTA also contacts and arranges for families to have a “buddy.” Another PS41 family partners with the new family to help them navigate the day-to-day questions they may have and helps them get to know the community at large. When possible, the family is offered a buddy family who speaks the same language.

   Lee’s Book Club, Chess Club, Enopi tutoring, Steady Buckets—after school program offered to our ELL students. We host and after school fair in September to let families know of all the services, groups their child can participate in. Translations services are available.

   The Y runs our after school program and often can assist with translation services. They publish their brochure in several different languages.

   Each month when our PTA or teachers host events, our parent coordinator and/or school counselors contact families of ELL students to provide them with details of the events and to arrange for translation services if needed. In addition, our PTA provides free tickets to evening or weekend events if a family needs assistance.
   All students are notified of all programs available to them in a variety of ways: notes backpacked home, the website, letters from the classroom teachers, letters from the PTA, letters from the Parent Coordinator. Any notes to a family who prefers written information in another language is translated before giving the information.
   As far as we know at this point in the year, one of our ELLs participates in an after school book club twice a week. And a few of them participate in the Y after school program—mostly sports oriented. The current Y programs our students are in are: fencing, basketball, chess and baseball. One student attends the Enopi tutoring program.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
   We use an assortment of instructional methods to support ELLs. In addition, students are provided with other support services (Speech, AIS Reading) when appropriate. Students have access to both classroom and school libraries, as well as leveled and non-leveled (grouped by subject) books in the ENL classroom. The libraries consist of both fiction and nonfiction texts that range in reading levels. We use TC units of study in reading and writing. We use Investigations curriculum for math along with Math in the City units of study as supplemental material.

   We use technology throughout the school, in the form of Smart Boards, iPads, computer class. Ways in which we incorporate technology specifically for our ELLs are: books on cd (cds are sent home with some students), listening centers, access to computer programs and language learning websites (in class and at home; the ENL teacher informs parents about helpful
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   As previously noted, we have few ENL students with no two students speaking the same home language. We do not deliver
   native language support. However, we do have students act as "experts" on their languages and cultures. They are our
   international liaisons and help us promote and celebrate cultural diversity in the school. In addition, we recommend parents
   bolster literacy in their L1 at home.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   Required services and resources correspond to ELLs ages and grade levels by aligning with the Common Core Standards. The
   ENL teacher regularly has Professional Development sessions with teachers of all grades to ensure that the ENL work being
done is supporting what is going on in the general education classrooms.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of
   the ELLs’ needs (academic, linguistic, socioemotional) are met?
   We use an assortment of instructional methods to support ELLs. In addition, students are provided with other support services
   (Speech, AIS Reading) when appropriate. Students have access to both classroom and school libraries, as well as leveled and
   non-leveled (grouped by subject) books in the ENL classroom. The libraries consist of both fiction and nonfiction texts that
   range in reading levels. We use TC units of study in reading and writing. We use Investigations curriculum for math along with
   Math in the City units of study as supplemental material.
   We use technology throughout the school, in the form of Smart Boards, iPads, computer class. Ways in which we incorporate
   technology specifically for our ELLs are: books on cd (cds are sent home with some students), listening centers, access to
   computer programs and language learning websites (in class and at home; the ENL teacher informs parents about helpful
   websites during her meetings with them.)

16. 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).
   As soon as families register at our school, the Parent Coordinator meets them and evaluates their needs. She helps facilitate
   different things for different families. In addition to working one-on-one with families to recommend relevant
   programs/services, she helps find financial assistance for programs in the school, for families in need.
   After registration, families are invited to meet their child’s teacher, to have some time to get information about classroom
   procedures. Families are also brought up to date regarding any notices, newsletters and handouts given out prior to that point
   in the year (if the school year has already started). Families are also signed up for our school website by the Parent
   Coordinator, and she ensures they have an account ID and password set up, so they can access all materials related to the
   school and community. Our school website translates materials into many languages, and this is shown during the PC
   meeting.

17. What language electives are offered to ELLs?
   We do not offer language electives.

18. 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)?

Not applicable.

---

### 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 and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   Our ENL teacher attends monthly PD with our District ENL Field Support Team. In addition, she has attended out of network ENL PD at Teachers College. Rebecca Oyer, the ENL instructor, and Susan Ngai in the ELA support team who also is also ESL certified, will direct some of the PD throughout the year. We will also provide insight on how other PD also supports ELLs. This will be done throughout the year. For example, many of the ELA teaching principles are also ENL principles--anytime academic language is introduced, the same language acquisition strategies can be employed.

   All personnel at the school who interact with the ELLs will be provided with the PD that Rebecca or Susan conducts, in addition to any other PD that is relevant throughout the year. This includes the paraprofessional for our ELL-SWD, the school secretaries, our Parent Coordinator, the common branch teachers for all the ELLs in our school, and our two assistant principals.

   At monthly PDs facilitated by the Field Support Team, information regarding supporting ENLs as they engage in the Common Core Learning Standards is given and discussed at length. In school PD, Rebecca and/or Susan present the information received from the Field Support Team. Focusing on reaching the CCLS for all learners, also addresses the needs of ELLs, and Rebecca and/or Susan will continue to highlight this fact: that ELA and ENL are two parts of the same whole--language acquisition needed for academic success. Examples of our professional development learning opportunities are as follows:

   - Literacy/Math Grade Meeting (every week)
   - Inquiry-based Teacher Team Meetings (Weekly Monday PDs)
   - In-house TC Study Groups (K-5)
   - Outside PDs: TC Calendar Days
   - Outside PDs: TC specialty groups
   - ICT study groups with Gold Mansour & Rutherford (K-5)
   - PreK workshops at the district office (3-5 time a year)
   - District #2 ENL Workshops (Fall, Winter and Spring)
   - Chancellor’s Day PD (September, November, June)
   - End of Year Literacy/Math Planning

2. 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.

   Our middle school liaison, Mr. Robert Caputo meets with each family individually to walk them through the middle school process and to discuss the range of programs offered in District 2. A translator for the parent (or the Translation Unit) is available for the parent/guardian. In addition, Mr. Caputo works with each fifth grade teacher when completing applications for middle schools and meets with every class to go over the school choices they have. Rebecca Oyer or Susan Ngai provide Mr. Caputo with ELL strategies to use during his interactions with ELL families. These include speaking slowly, using common words, using the documents and other realia to support their understanding of the material, and allowing for any follow up meetings needed for further comprehension.

   Because this is a new requirement, we will be finding our way in the 2015-16 school year. Also, because our ENL population is
steadily between 1% and 2% of the whole school’s population, it will be difficult to rationalize spending 15% of PD time on ENL training. It is predicted that if the motion to change 154.2 goes through, which allows schools such as ours to request yearly exemption from this requirement, we will pursue that option. In the meantime, the ENL instructor will present PD materials to the staff during regular PD meetings which occur on Monday afternoons. As for 50% of the PD for the ENL instructor, this will be fulfilled by attending network PD and any other available options that are offered by the ENL achievement coach/department.

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, Wednesday mornings at 8:00 are designated for parent engagement time. This information is relayed to all parents at the beginning of the year. At approximately mid-year, the ENL teacher will schedule the required individual annual meetings with the parents during the 8:00 time allotment, unless inconvenient to the parent/guardian, at which time another more convenient time will be scheduled. Before the meeting, the ENL instructor will check-in with the classroom teacher to discuss any areas that (s)he feels should be highlighted during the meeting. During the annual meeting, all goals, progress, assessment results and continued needs in all content areas will be discussed. A translator will be available, or the Translation and Interpretation Unit will be accessed during the meeting, if the language is a low-incidence one for which we have not been able to find a translator.

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

PS 41 does not have a large ELL population (though there are many children who are bilingual). We are fortunate to be able to take advantage of our strong community and the effective and top-notch resources we provide to all 41 families in a way that integrates, engages and assimilates the ELL population we have.

Our ELL population uniformly has access to computer and e-mail. We have an exceptional school website on which every family has an account and is able to access thorough and interactive information on all school functions and events, individual class pages, extracurricular activities, community affairs, DOE mandates and deadlines, afterschool programs, neighborhood and city resources, all calendars, emergency and safety information and many, many other things. The website can be translated into different languages.

As soon as a family registers, we connect them to the website. As well, if we make any kind of determination that the family requires translation services, we make sure that for vital things such as Parent-Teacher Conferences, those services are available.

The Parent Coordinator maintains e-mail lists for each grade and sends out information frequently; all families are available through e-mail. In certain cases where there has been a significant language barrier, the Parent Coordinator has facilitated a “translator” who is also added to the e-mail list and who can translate all pertinent information to the family.

We have a very proactive and dynamic PTA which maintains a Class Parent system. Each class has at least 2 Class Parents—the Class Parents also maintain e-mail lists and they send out frequent e-mails that target the specific needs of that class. The Class Parents alert the Parent Coordinator to any family in which they feel a language or other barrier is present and the Parent Coordinator makes individual, concerted efforts to engage the family. The Class Parents make sure that each family in the class is invited to all events (each class does its own “Pot Luck” dinner each fall which provides a wonderful opportunity for all families in the class to socialize and get to know one another) and the Parent Coordinator makes sure that any family with a financial hardship receives complimentary admission to any event.

PS 41 is committed to making every family part of our community.
### Additional Information

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

The following response is in answer to C2 above. Question C2 does not allow for a response to be posted directly below it. Record keeping of annual individual ENL meetings: The ENL instructor will keep copies of all records used and relayed to parents during this meeting. These notes and records will be placed in the same folder kept for information from Part IV, #10 (placement letters, etc.).
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Kelly Shannon, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
**Part VI: LAP Assurances**

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Shannon</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Michelle Amato and Hetal Patel</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Michele Farinet</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Betsy Chairman/Rebecca Oyer</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Amy Taylor/2nd Grade</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Kristian Blum/1st Grade ICT</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Susan Ngai</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jamie Hillegass</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Bob Caputo</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Bonnie Laboy</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Maria Broughton</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 02M041  School Name: The Greenwich Village School  Superintendent: Bonnie Laboy

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

We do a number of things to assess parent language preference here at 41. We pull information from the HLS as well as from a parent language preference form given at the initial parent-ENL teacher information session, that requests parent language preferences for oral and written information. We also run the RAPL report on ATS to corroborate the information we have and we make sure our emergency contact forms list parent language preferences. The school ensures that all parents are provided with appropriate and timely information in a language they can understand. All families enrolling students into our school complete a home language survey. Michele Farinet, our Parent Coordinator, is in contact with all families to ensure that they receive the necessary translation services. Our guidance counselors also reach out to non-English speaking families to make sure the school is meeting their needs. Families complete the Learning Environment Survey and our own School Leadership Team survey. These surveys inquire and assess how well our school communicates information with all families. Class parent representatives communicate with teachers and families consistently throughout the year. Teachers
provide feedback regarding the needs of their students’ families so that important documents, notices, and meetings are translated and interpreted. We will create a report that we update regularly with the languages that parents speak, by class and grade. We can collect data through Blue Cards and Parent Surveys.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>This year all parents indicated English, except one who requested written materials in Mandarin.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We use all the DOE materials that have been translated into the most common home languages. Our one parent who requests written materials in Mandarin, did not request translation during speaking, but we have many Mandarin speakers available both within the teacher community and parents. Susan Ngai, the ELA support staff who also has an ESL certificate speaks Mandarin. We have already disseminated all of the most crucial parent-facing documents for the year. The parent-teacher conference documents are already available through the DOE.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal face-to-face meetings include Curriculum Night in September. Parent Teacher Conferences, dates as determined by the DOE, The annual parent meeting that is required by the ENL Policy Guide will be held in February, the Parent Orientation Meeting occurs in September. In all cases, written materials will be available in Mandarin, and there are many available Mandarin speakers on hand if we need them.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Our school has and will continue to fulfill Section VII of Chancellor’s Regulations A-663. The school has copies of the Parent Bill of Rights and the Family Guide available in the appropriate languages for parents. Located at the entrance of the school is a sign indicating that interpretation services are provided. The school has a procedure in place for...
ensuring that important documents are translated and sent home. Interpretation services are provided during business hours. Information regarding parents’ preferred language of communication is indicated on the emergency contact card and in ATS.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

PS41 has an yearly parent survey that is taken very seriously. Also, the ENL teacher conducts periodic informal surveys of the parents to make sure they feel that they understand the policies and materials from the school, as well as all the options their children have before, during and after school. We are considering conducting a focus group of parents from all cultures and languages represented in our school to gather feedback.