



**P.S. 142 AMALIA CASTRO**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 142 AMALIA CASTRO**  
**ADDRESS: 100 ATTORNEY STREET**  
**TELEPHONE: 212-598-3800**  
**FAX: 212-598-3810**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 310100010142 **SCHOOL NAME:** P.S. 142 Amalia Castro

**SCHOOL ADDRESS:** 100 ATTORNEY STREET, MANHATTAN, NY, 10002

**SCHOOL TELEPHONE:** 212-598-3800 **FAX:** 212-598-3810

**SCHOOL CONTACT PERSON:** RHONDA LEVY **EMAIL ADDRESS:** RLevy4@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Stuart Pyle / Paola Pena

**PRINCIPAL:** RHONDA LEVY

**UFT CHAPTER LEADER:** Levette Esperon

**PARENTS' ASSOCIATION PRESIDENT:** Nancy Maxwell

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 1 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

**NETWORK LEADER:** DANIEL FEIGELSON/William Manekas

**SUPERINTENDENT:** DANIELLA PHILLIPS

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Rhonda Levy	Principal	Electronic Signature Approved.
Mary LaGrua	UFT Member	Electronic Signature Approved. Comments: approved
Paola Pena	Parent	Electronic Signature Approved. Comments: approved
Stuart Pyle	UFT Member	Electronic Signature Approved. Comments: approved
Juana Ramirez	Parent	Electronic Signature Approved. Comments: approved
Levette Esperon	UFT Chapter Leader	Electronic Signature Approved. Comments: approved

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

□ PS 142 (Amalia Castro School) is a pre-kindergarten through grade five elementary school located on Manhattan's Lower East Side. The surrounding neighborhood is diverse, a mixture of Hispanic, African-American and Asian families, many of whom are recent immigrants. The predominant language of the neighborhood is Spanish. PS 142 has an ESL program in place as well as a number of paraprofessionals who speak Spanish, Cantonese and Mandarin. The school has a student population of 429 in 22 classes.

As a barrier free building, PS 142 is able to serve general education children with special needs as well as the special education population. In keeping with the school's barrier free designation, the school integrates special and general education as much as possible, including combined assembly programs, lunch, recess, arts and classroom activities.

PS 142 has partnered with Teacher's College at Columbia University for the last six years to enrich our literacy program. All of our classroom teachers have had extensive professional development with staff developers at Teacher's College. In Math, we follow the Everyday Math Curriculum. In Science, we use the Delta Foss kits and have a science lab for grades 2-5. As a result of grants we have been able to purchase Smartboards for all classrooms in grades 1-5 as well as our technology, science, library and art cluster classrooms.

P.S. 142 has a long and venerable tradition of partnership with Rosie's Broadway Kids as well as an excellent dance program through a strategic partnership with Mark DeGarmo and Dancers. The dance program was funded first through a competitive grant from the Annenberg Foundation, then the New York State Council on the Arts (NYSCA) and currently the National Endowment for the Arts. A band program is provided by the Third Street Music School Settlement. Neighborhood Classics, a concert series spearheaded by pianist Simone Dinnerstein and pioneered at PS 321 in Brooklyn, is benefiting the school's band and dance programs for the 2010-2011 school year.

The Amalia Castro School also has strong in-house music and visual arts programs for grades Pre-K - 2 as well as a rigorous theatre and arts After 3 program through a partnership with Educational Alliance. The technology specialist on staff is a licensed art teacher providing a computer/graphic design program for grades 3-5.



## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 142 Amalia Castro								
<b>District:</b>	1	<b>DBN #:</b>	01M142	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	35	33	28		91.1	92.7	TBD		
Kindergarten	65	66	66						
Grade 1	76	72	54	<b>Student Stability - % of Enrollment:</b>					
Grade 2	65	68	61	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	73	65	59		93.5	93.46	TBD		
Grade 4	66	67	70						
Grade 5	67	67	64	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		81.4	91.1	93.1		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	28	TBD		
Grade 12	0	0	0						
Ungraded	3	0	14	<b>Recent Immigrants - Total Number:</b>					
Total	450	438	416	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	0	6		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	39	25	22	Principal Suspensions	5	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	60	47	41	Superintendent Suspensions	25	12	TBD		
Number all others	19	21	27						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	39	28	41	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	14	8	13	Number of Teachers	44	41	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	18	19	TBD
				Number of Educational Paraprofessionals	6	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	97.6	TBD
				% more than 2 years teaching in this school	75	75.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	59.1	58.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	90	TBD
American Indian or Alaska Native	0.2	0.9	1.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.5	100	TBD
Black or African American	19.6	18.7	14.9				
Hispanic or Latino	73.6	74	73.6				
Asian or Native Hawaiian/Other Pacific Isl.	4.2	3.9	5.8				
White	2.4	2.1	3.8				
Multi-racial							
<b>Male</b>	49.6	49.5	48.6				
<b>Female</b>	50.4	50.5	51.4				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	86.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

### **Student Performance Trends:**

#### NYS ELA Scores

After four years of steady gains, there was a decrease across the board in ELA scores for 2010:

**Table 1. PS 142 History of NYS- ELA Median Scores**

	2006-2007	2007-2008	2008-2009	2009-2010
<b>Median ELA P.R.</b>	<b>2.79</b>	<b>2.94</b>	<b>3.04</b>	<b>2.63</b>
<b>% Level 3-4</b>	<b>37.8%</b>	<b>52.7%</b>	<b>60.5%</b>	<b>30.7%</b>

#### NYS MATH Scores

In Math, student performance also dropped significantly. Overall, student scores dropped from 86.5% at or above grade level in 2009 to 48.4% in 2010.

This trend exists across the grade levels though historically and currently, the data indicate that 5th grade students perform about five points lower than fourth grade students who are 5 points below third grade students.

Primarily due to student performance, PS 142 experienced a drop in the progress report grade, from "A" to "B" though school environment was still an "A."

Among students with IEP's, PS 142 saw a greater drop in both ELA and Math performance, from 38.6% to 5.7% in ELA and 69.4% to 20% in Math. In the area of Special Education, PS 142 also did not meet its AYP goal.

After two years of keeping pace with English-speaking students on the NYS Math test, ELL students dropped significantly against them in 2010 (23.8% - 51.5%). In English Language Arts, ELL students continue to lag their English-speaking peers (11.8% - 34.4%).

After several years of parity, in 2010 boys outperformed girls in the math test by 11 points (53.8% - 43%) and girls outperformed boys in the ELA test by 20 points (42.2% - 22.2%). It is necessary to continue our work in locating literature that boys are interested in and willing to read. Likewise, PS 142 needs to set up math groups and activities for girls.

### **PS 142 Greatest Accomplishments:**

Student attendance has risen to 93.2% and has been steadily increasing year after year. This is especially notable at PS 142 with a large percentage of Special Education and physically challenged students who historically miss school for health reasons.

PS 142 programs to boost health and attendance are successful. The PS 142 running club which trains for and participates in a race across the GW Bridge each June and the Baseball Club have helped to curb obesity among students. Partnerships with Dr. Paul Erlich and the Beth Israel Louis Armstrong Music Therapy program have benefited our large percentage of students with asthma.

The median growth profile for the lowest third of students is 77% relative to peers in mathematics and 63.8% relative to peers in ELA.

#### **Significant Barriers:**

Budget cuts have severely curtailed PS 142's ability to provide AIS services. The school no longer has either a literacy or a math coach. In addition, the loss of the school's Data Specialist/AIS Math teacher and Parent Coordinator due to unforeseen circumstances has impacted on the school's ability to provide essential services.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. To increase the Reading proficiency level of special education students in grades 3 and 4 (those with disabilities and Individualized Educational Plans) by 15% on the NYS-ELA exam.	<input type="checkbox"/> 2010 School Report Card indicates that PS 142 did not meet its Annual Yearly Progress in the area of Special Education. Only 5.7% of Special Education students scored at or above grade level on the 2010 ELA test.
<input type="checkbox"/> 2. By the end of the 2010/2011 school year, 50% of the students in grades 4 and 5 who scored a Level 1 on the NYS Math Test will score a Level 2 or higher.	<input type="checkbox"/> Data from the 2010 test results indicate a 10% increase in Level One scores in Math in Grades 3-5. <input type="checkbox"/> From 2006-2009 the percentage of ones decreased to 3%, however, the increase of 10% in 2010 demands that we make a priority of pushing this 13% of students scoring at level 1 into level 2 or higher.
<input type="checkbox"/> 3. To move the Fountas and Pinnell reading levels of Kindergarten students up by 2 or more levels by June 2011.	<input type="checkbox"/> Data indicate that a significant percentage of students are leaving Kindergarten on a level B or below which makes it difficult to move them to Level H or I by the end of first grade.
<input type="checkbox"/> 4. By June 2011, PS 142 will increase the percentage of 3rd grade students scoring at or above grade level on the NYS Math test by 20%.	<input type="checkbox"/> ARIS data indicate a substantial drop in students scoring at grade level in Grade 3 (92.5% to 52.8%) on the State Math test. NYSTART data indicate that students especially need help in the areas of Algebra and Geometry.
<input type="checkbox"/> 5. By June 2011, two-thirds of 3rd-5th Grade students who scored a Level 1 on the NYS ELA test will score a Level 2 or higher.	<input type="checkbox"/> 2010 ELA test data indicate an increase in Level 1 scores by students in grades 3-5. <input type="checkbox"/> Data from the 2010 test results indicate a 10.1% increase in Level One scores in ELA in Grades 3-5. <input type="checkbox"/> From 2006-2009 the percentage of ones decreased to 3.2%, however, the increase of 10.1% in 2010 demands that we make a priority of pushing this 13% of students scoring at level 1 into level 2 or higher.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**  
(where relevant) :

**ELA - Special Education**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><b>1. To increase the Reading proficiency level of special education students in grades 3 and 4 (those with disabilities and Individualized Educational Plans) by 15% on the NYS-ELA exam.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>-Inquiry Groups at each grade level and among cluster teachers and AIS specialists (SETSS, Speech) will focus on students with IEPs, developing small groups</p> <p>-America Reads tutors, Paraprofessionals and Student Teachers have been trained in Great Leaps (fluency) by the AIS coordinator and will be trained in Guided Reading to assist students with IEP's.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Principal, AIS Coordinator, classroom and cluster teachers, speech teachers, paraprofessionals, America Reads tutors, Student Teachers</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> We expect to see a 15% increase in the number of students with IEPs scoring at or above grade level on the 2011 ELA state test.  <input type="checkbox"/> By November 2011, small groups of students with IEPs will be formed and receiving instruction.
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**Subject Area  
(where relevant) :**

**Mathematics: Level 1 students**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 2. By the end of the 2010/2011 school year, 50% of the students in grades 4 and 5 who scored a Level 1 on the NYS Math Test will score a Level 2 or higher.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>* The ELL teacher will support an ELL math group of 3rd, 4th and 5th grade male ELL students who are struggling with math;</li> <li>* ELL Saturday academy will focus on developing math skills among ELL students and others at risk</li> <li>* Inquiry Groups at each grade level and among cluster teachers and AIS specialists (SETSS, Speech) will focus on students with IEPs, developing small groups</li> <li>* 50 minute small groups will focus on math skills</li> <li>* 5th Grade students will be instructed in Flocabulary Math program (using music and rhyme to learn math skills)</li> </ul> </div>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> AP/Instruction, classroom teachers, ELL teacher, AIS Coordinator, Saturday Academy ELL, Arts and Library teachers
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Decreased percentage of Level 1's on NYS-Math test

**Subject Area  
(where relevant) :**

**Lower School Reading Skills**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 3. To move the Fountas and Pinnell reading levels of Kindergarten students up by 2 or more levels by June 2011.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Strategies to increase K-2 reading skills by: <ul style="list-style-type: none"> <li>* understanding how to solve words at the point of difficulty</li> <li>* increasing high frequency words (hfw)/vocabulary</li> </ul>

	*monitoring for meanings.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> AIS Reading Teacher will provide on going professional development for Lower School teachers.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Teachers and our TC Data Specialist will use Fountas and Pinnell reading levels on the TC website to monitor the reading level progress of K-2 graders.

**Subject Area**  
(where relevant) :

**3rd Grade Math**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 4. By June 2011, PS 142 will increase the percentage of 3rd grade students scoring at or above grade level on the NYS Math test by 20%.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Strategies to improve math scores at the Third Grade level:  * All second and third grade students will participate in semi-weekly sessions with Mind Research mathematics education software through a recent grant.  * The AIS teacher will meet twice per week with a group of third grade students who need

	<p>support in math.</p> <p>* The ELL teacher will support an ELL math group of 3rd, 4th and 5th grade male ELL students who are struggling with math;</p> <p>*</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> AIS Teacher, ELL Teacher, classroom teachers, Assistant Principal for Mathematics</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Projected gains: a 20% increase in the number of students scoring at or above grade level on the NYS-Math test at the Third Grade level.</p>

**Subject Area**  
 (where relevant) :

**ELA: Level 1 students**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 5. By June 2011, two-thirds of 3rd-5th Grade students who scored a Level 1 on the NYS ELA test will score a Level 2 or higher.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>-Inquiry Groups at each grade level and among cluster teachers and AIS specialists (SETSS, Speech) will focus on Level 1 and students with IEPs, developing small groups</p> <p>-America Reads tutors, Paraprofessionals and Student Teachers have been trained in Great Leaps (fluency) by the AIS coordinator and will be trained in Guided Reading to assist</p>

	students with IEP's and Level 1 students.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> AP/Instruction, AIS Coordinator, Classroom teachers, Cluster teachers, Paraprofessionals, America Reads tutors
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>* Two thirds of Level One students will move to Level 2 or higher.</li> <li>* By November 2010, small groups will be formed for assistance for Level 1 students and students with IEPs.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	5	N/A	N/A	3			
1	45	45	N/A	N/A			2	4
2	32	32	N/A	N/A			1	5
3	39	39	N/A	N/A			1	5
4	39	39	10		1		4	6
5	51	51		10			8	4
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<input type="checkbox"/> Great Leaps, Earobics, Lexia, HeadSprout  Entire 1st grade and Kindergarten receives Foundations.  Great Leaps for students in grades 2-5.  Flocabulary for students in grades 2-5
<b>Mathematics:</b>	<input type="checkbox"/> Everyday Math pre-K-5; Math Navigator for Math AIS at risk in upper school.  Mind Research computer math program for grades 2-3  Small group work in grades one and two.
<b>Science:</b>	<input type="checkbox"/> Foss in 50 minutes for targeted students;
<b>Social Studies:</b>	<input type="checkbox"/> Grades K-2 inquiry study/word work  Grades 3-5 Flocabulary/word work
<b>At-risk Services Provided by the Guidance Counselor:</b>	Small group, 1 on 1
<b>At-risk Services Provided by the School Psychologist:</b>	1 on 1

<b>At-risk Services Provided by the Social Worker:</b>	small group, 1 on 1
<b>At-risk Health-related Services:</b>	small group, 1 on 1

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 30**

**Non-LEP 15**

**Number of Teachers 6**

**Other Staff (Specify) 0**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

The school will conduct an instructional program for six Saturdays. The focus will be developing academic language in the content areas. This year's instructional activity will be based on the Inquiry Study model and will target students who score between level 1 and low level 3 based on the ELA and English Language Learners identified in the beginning / intermediate proficiency level based on the NYSESLAT in grades 3, 4 and 5. Class size will be limited to 15 students per class. Each of three groups of 15 students (K/1; 2/3; 4/5) will have a licensed ESL teacher working with them for the entire 30 hour program. Students will focus their inquiry on sports, fitness and nutrition and will develop literacy through library research, art projects and music each week. A trip to a sports facility or to meet a professional player will be an integral part of the program. Students will begin the day with their ESL teacher and travel with this teacher through visits to the School Library, Art Room and Music Room. Licensed teachers in each area will work collaboratively with the ESL teacher to teach literacy through these various content areas. Each content area teacher will see each class for one full period each day. An additional hour of planning time for the six teachers will be added to each Saturday. The program will run Saturdays from 8:30 AM to 1:30 PM (2:30 including planning time) for 6 weeks beginning Saturday, March 6 and ending Saturday, April 9 (Inclement weather date April 16) for a total of 30 hours of instruction per student and six hours of teacher planning. Final sharing with the parents will be the last Saturday from 1:30-2:30 PM. The school will purchase instructional materials (Flocabulary, books, videos and art supplies related to the Inquiry Study) to fully implement this Saturday program.

#### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□ Professional Development: General education teachers who work regularly with the school's ESL population will be trained in ESL instruction by Teachers College during the school day over two full day workshops. Substitute teachers will cover their classes for the day. Four trainings will be "Small Group Instruction to support Assessment-based Reading and Language Development for your ELLs," "Assessing ELLs in Reading and in Language Development," "There's a Power Source in your ELLs," and "ESL Teachers and Balanced Literacy." Since all three of the licensed ESL teachers working in the Saturday program have full-time positions at other schools, they will not be able to participate in the Professional Development activity.

#### **Section III. Title III Budget**

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**School: PS 142**

**BEDS Code: 310100010142**

Allocation Amount:														
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.												
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$13, 326.20	<input type="checkbox"/> <table border="1"> <tr> <td>Professional staff, per session, per diem (Note: schools must account for fringe benefits) Study Group</td> <td>\$8,980.20</td> <td>Professional Salaries: Teacher per session for the Saturday program: 5 hours per week x 6 weeks x \$49.89 x 6 Teachers = \$8,980.20</td> </tr> <tr> <td></td> <td>\$1,796.04</td> <td>Professional Salaries: Teacher per session for planning: 1 hour per week x 6 weeks x \$49.89 x 6 teachers = \$1,796.04</td> </tr> <tr> <td></td> <td>\$670.40</td> <td>Professional Salaries: Teacher per diem to cover classroom teachers for the Professional Development Activity: 2 teachers x 2 days x \$167.60 = \$670.40</td> </tr> <tr> <td></td> <td>\$1,879.56</td> <td>Professional Salaries: One supervisor for the Saturday program: 1 Supervisor x 6 hours x 6 days x \$52.21 = \$1,879.56</td> </tr> </table>	Professional staff, per session, per diem (Note: schools must account for fringe benefits) Study Group	\$8,980.20	Professional Salaries: Teacher per session for the Saturday program: 5 hours per week x 6 weeks x \$49.89 x 6 Teachers = \$8,980.20		\$1,796.04	Professional Salaries: Teacher per session for planning: 1 hour per week x 6 weeks x \$49.89 x 6 teachers = \$1,796.04		\$670.40	Professional Salaries: Teacher per diem to cover classroom teachers for the Professional Development Activity: 2 teachers x 2 days x \$167.60 = \$670.40		\$1,879.56	Professional Salaries: One supervisor for the Saturday program: 1 Supervisor x 6 hours x 6 days x \$52.21 = \$1,879.56
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	\$670.40	Professional Salaries: Teacher per diem to cover classroom teachers for the Professional Development Activity: 2 teachers x 2 days x \$167.60 = \$670.40												
	\$1,879.56	Professional Salaries: One supervisor for the Saturday program: 1 Supervisor x 6 hours x 6 days x \$52.21 = \$1,879.56												
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	There is no money budgeted for this item												
<b>Supplies and materials</b> - Must be supplemental.	\$871.85	<input type="checkbox"/> <table border="1"> <tr> <td>Supplies and materials</td> <td>Instructional Materials:</td> </tr> </table>	Supplies and materials	Instructional Materials:										
Supplies and materials	Instructional Materials:													

<ul style="list-style-type: none"> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 30%;">\$495</td> <td style="padding: 5px;">Flocabulary – Math Package -K-3 for 30 students (\$495)</td> </tr> <tr> <td style="text-align: center;">\$374.85</td> <td style="padding: 5px;">Flocabulary - Math Class Pack (6) grades 4-5. 3 Class Packs @ 124.95 = \$374.85</td> </tr> <tr> <td style="text-align: center;">\$300</td> <td style="padding: 5px;">Books - \$300</td> </tr> <tr> <td style="text-align: center;">\$103.95</td> <td style="padding: 5px;">Art Supplies - \$103.95</td> </tr> </table>	\$495	Flocabulary – Math Package -K-3 for 30 students (\$495)	\$374.85	Flocabulary - Math Class Pack (6) grades 4-5. 3 Class Packs @ 124.95 = \$374.85	\$300	Books - \$300	\$103.95	Art Supplies - \$103.95
\$495	Flocabulary – Math Package -K-3 for 30 students (\$495)									
\$374.85	Flocabulary - Math Class Pack (6) grades 4-5. 3 Class Packs @ 124.95 = \$374.85									
\$300	Books - \$300									
\$103.95	Art Supplies - \$103.95									
<b>Educational Software (Object Code 199)</b>	0	There is no money budgeted for this category								
<b>Travel</b>	\$400	<input type="checkbox"/> \$400 School bus for field trip								
<b>Other</b>	\$0	<input type="checkbox"/> There are no expenses in this category								
<b>TOTAL</b>	<b>0</b>									

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. □ PS 142 generates ATS reports such as the updated Parent Preferred Language Report to determine the number of written translations and oral interpretations that are needed. Periodic updates are ongoing in order to generate the most up to date profiles on home languages.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. □ Data from ATS shows Spanish and Chinese are the predominant languages. These findings are shared during faculty conferences, PTA meetings, and through articulation between various staff members such as parent coordinator, ESL teacher, classroom teachers, paraprofessionals, and school aides.

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

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

□ We have two paraprofessionals on staff who are fluent and literate in Chinese who will translate our documents into Chinese before they go out to parents. This will meet our need of Chinese translation of all outgoing documents. In addition, paper will be purchased to facilitate trilingual communication. Parent Coordinator will continue written translation services in Spanish

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

□ PS 142 will hire an interpreter to be present at all parent functions to translate from English into Chinese and back again in order to facilitate parent communication. The PS 142 Parent Coordinator will attend parent functions to provide oral interpretation. In addition, writing supplies will be purchased to better enable parent communication at these events. These supplies include writing implements, paper and other art supplies.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□ Parents will receive a copy of translated versions of the Bill of Rights and responsibilities which have been downloaded into different native languages. This document covers how to access translation and interpretation services. Signs will be posted in different languages regarding translation and interpretation services and how to access them. Signs will be on prominent display in highly visible areas. Department of Education websites facilitating translation and integration services will play an integral part in school policy to service non-English speaking parents and to provide support as needed when a particular language cannot be translated by school staff.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$354,826	\$89,864	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3548		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,741	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$35,482	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

See attachment

## 2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

See attachment

## PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See section IV

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Section VI

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See Section VI

o Help provide an enriched and accelerated curriculum.

See Sections V and VI

o Meet the educational needs of historically underserved populations.

See Sections V and VI

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See Appendix 1

o Are consistent with and are designed to implement State and local improvement, if any.

See Sections IV (Aris Data), V and VI

3. Instruction by highly qualified staff.

See Appendix 4A

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Professional development in scientifically-based reading strategies is provided by Teachers College.

- Professional Development in Math is provided by Math professional developer for our LSO.

-- Professional Development in technology is provided by in-house computer specialist Justin Girard.

- 4 teachers are studying Differentiated Instruction with Goldmansour and Rutherford for the entire 2010-2011 school year.
- 10 teachers have been trained in Ramapo for Children Behavior Strategies.
- 1 teacher is participating in a year long seminar for Teachers of Self-Contained classes.
- 6 Classrooms teachers have participated in District 75 STOPP program to develop Best Practices in classroom behavior management. In addition, the STOPP team has worked closely to support and provide training for the AIS/PPT team.
- Paraprofessionals have been trained in Great Leaps and Differentiated Instruction by AIS specialist.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

100% of teachers at PS 142 are State-certified.

- PS 142 is an SBO school which interviews and hires teachers based on the needs of the school.
- PS 142 recruits from a pool of student teachers who have interned at the PS 142 school site.

6. Strategies to increase parental involvement through means such as family literacy services.

See Section VI

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The Headstart Program housed in our building (Educational Alliance) feeds into our Universal Pre-Kindergarten. During the year, Family Assistants from both programs join together in planning and administering particular workshops for parents. Headstart students also share in the P.S. 142 lower grade assembly program.

Beginning in May, Headstart students visit Pre-K and Pre-K children make regular visits to kindergarten classrooms. Head Start, Pre-K and Kindergarten classes share assembly programs performing together in our Early childhood Music Program. In addition, Pre-K and Kindergarten share music, art and physical education activities. Each Spring a special assembly is held for all incoming Kindergarten students and their families where current kindergarten students perform. Pre-K and Kindergarten classes go on all-day trips together to the New York Aquarium,

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- AIS team meets with classroom and cluster teachers during PD sessions and faculty conferences to discuss new assessments and to provide training to staff.
- Teachers College Assessment tools are used by classroom teachers and professional development is provided in utilizing these tools.
- PPT and AIS teams are now consolidated into one team

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

-AIS/PPT team meets weekly to discuss students who are having difficulty in literacy/math. AIS team assesses each child and determines what academic intervention is most appropriate for each student and the timeframe in which it should be delivered.

-Bank Street and Metropolitan College student teachers are trained in differentiations of instruction by SETSS/AIS specialist to support classroom teachers

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

- Educational Alliance TASC/Boys-Girls Club program
- Head Start nursery program and extended day Pre-K
- Universal Pre-K, Pre-K Plus, Title 1 Pre-K

**Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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.

Progra	Fund Source	Program Funds Are	Amount Contributed to	Check (X) in the left column below to verify that
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m Name	(i.e., Federal, State, or Local)	"Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Schoolwide Pool (Refer to Galaxy for school allocation amounts)	the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

---

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

NA

2. Ensure that planning for students served under this program is incorporated into existing school planning.

NA

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

NA

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

NA

c. Minimize removing children from the regular classroom during regular school hours;

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

NA

7. Provide strategies to increase parental involvement; and

NA

8. Coordinate and integrate Federal, State and local services and programs.

NA

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

25

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

Currently, as of October 2010, PS 142 has 7 children living in NYC shelters and 18 children living 'doubled up' with 2-3 families of their relatives/friends. The PS 142 Guidance Counselor, Family Worker and Family Assistant for Attendance work with these families on a regular basis. PS 142 works with Community Based Organizations to provide necessary supplies, bookbags and uniforms for students in temporary housing. Support from our CFN colleagues includes meetings to support parents with issues such as attendance, lateness, medical attention, counseling and housing.

### **Part B:**

**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).  
NA
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
NA
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 in your Children First Network.  
NA



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_01M142\_102910-094513.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 203 Cluster 2</b>	District <b>01</b>	School Number <b>142</b>	School Name <b>Amalia Castro</b>
Principal <b>R. Levy</b>		Assistant Principal <b>J. Szymanski</b>	
Coach <b>n/a</b>		Coach <b>n/a</b>	
Teacher/Subject Area <b>:A. McClelland: First grade</b>		Guidance Counselor <b>D. Bitner</b>	
Teacher/Subject Area <b>S.Pyle: Music</b>		Parent <b>Paula Pena</b>	
Teacher/Subject Area <b>M. Peles: ESL</b>		Parent Coordinator <b>n/a</b>	
Related Service Provider <b>S. Levine: SETSS</b>		Other : <b>Janet DeCastro</b>	
Network Leader <b>D. Feigelson</b>		Other	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>427</b>	Total Number of ELLs	<b>47</b>	ELLs as Share of Total Student Population (%)	<b>11.01%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

P.S. 142 ELL Identification Process: Initially, English Language Learners are identified by the Home Language Survey which is administered to all students with a Home Language other than English. Bilingual school aides (Spanish) and bilingual paraprofessionals (Chinese) assist in this process which is supervised by the certified ESL teacher. Students who speak Spanish at home, and do not pass the LAB-R are also tested with the Spanish LAB. All parents of students eligible to receive ESL services are annually contacted with the appropriate parental notification letters in various native languages.

All eligible students take the New York State English as a Second Language Achievement Test (NYSESLAT) in the month of May. These students will take the NYSESLAT annually until they gain sufficient proficiency in English to participate in an English only program. Students already in the system are grouped in strategy groups based on the scores of the NYSESLAT. For example, ELL students who score at the advanced levels of the NYSESLAT receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. ELL students who score at the beginning and Intermediate levels receive 360 minutes of ESL of instruction weekly. The Parents of English Language Learners are notified of their child's eligibility for ESL services by letter. After ten school days, a parent orientation is scheduled for September. The purpose of the orientation is to inform the parents of ELLs about P.S. 142's ESL services. At the orientation meeting, the parents watch a video in their native language which explains the different kinds of programs available city-wide. In addition, the ESL teacher informs the parents about the objectives and materials of the ESL program at our site. At the orientation meeting, the ESL teacher explains the three types of programs available: Bilingual, Dual Language Classes, and Free Standing English as a Second Language. Frequently, our parents opt out of Bilingual services, and elect to participate in our Freestanding ESL program.

P.S. 142 has outreach services which is supervised by the ESL teacher with the support staff such as the Bilingual school aides, family assistant and the paraprofessionals. Outreach services include reaching out to parents at arrival and dismissal times, and contacting them by telephone to ensure that the forms are returned. This year, all the parents returned the forms in a timely manner. After the testing is completed, Entitlement letters are distributed to eligible students.

Parents of ELL learners indicate a preference for Freestanding ESL as a program choice. The students remain in their classroom, and receive additional support with academic subjects such as Readers/Writers' workshop, Mathematics, Science, Social Studies, and language acquisition strategies with the Pull-Out model. In addition, Push-In ESL services can be provided when there are several students in the same classroom eligible for ESL. Other options explored were not feasible such as Bilingual classes because there were insufficient numbers per students on a grade to provide self-contained ESL classrooms or Bilingual classes.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 30	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/>	47
<b>Total</b>	<input type="checkbox"/> 30	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/>	47

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	6	3	6	8	8								32
Chinese	4	4	2	1	1	1								13
Russian														0
Bengali														0
Urdu														0
Arabic	0	0	0	1	1	0								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>0</b>	<b>47</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

## ELL Programming

P.S. 142 delivers ESL instruction with a combination of Pull-Out/Push-In instruction with Five periods of instruction daily. The Push-In model is utilized to support the classrooms where there's a concentration of ELL students. We have one ESL teacher who provides instruction to 47 students. The majority of the ESL groups are heterogeneous in which there are mixed proficiency levels among the grades. There is one Newcomer group which is ungraded. Every effort is made to accommodate the needs of the students' levels of proficiency. For example, students receive either one or two periods of ESL instruction daily as per their NYSESLAT and the LAB-R scores. The group size is small to allow for differentiation of instruction within a group with an emphasis on partner work, active engagement, and Inquiry studies in the lower grades. (k-2)

When SIFE students are enrolled in our school, the school provides additional AIS services for these students based on their academic performance levels. For example, students will be enrolled in the After-School program for Reading and Math with modifications provided by the teacher. There is also a separate After-School program, Saturday program which addresses the unique needs of the ELL population at our school. In addition, students receive additional support in the twice weekly 50 minute remediation program. Presently, there are no SIFE students enrolled at our school.

Seven students have been identified as Newcomers to receive instruction by the ESL teacher for 50 minutes block period two times a week. These students receive small group instruction with an emphasis on language acquisition. The primary objective is to acquire the Listening/Speaking component of language acquisition. The ESL teacher accomplishes this objective by a systematic and structured approach of constant modeling with an emphasis on visuals and realia. The ultimate goal is to promote basic communication skills to facilitate successful integration into the mainstream classroom. Materials include Big Books and Read-along stories with the accompanying audio tapes. ELL learners who are identified as needing additional support are enrolled in specific AIS programs such as Foundations for beginning readers and given explicit phonic instruction.

Those students who are required to take the ELA after one year, will receive additional support with test prep strategies and materials such as Kaplan Test guides. The students will become acclimated to the testing vocabulary used in actual tests such as the identification of clue words for solving word problems, and how to recognize inference type questions such as main idea.

P.S. 142 differentiates instruction for students who have been enrolled in NYC schools six years or more. The proficiency levels determine the number of periods the students receive ESL instruction. Long-term ELLs will receive a Balanced Literacy program with an emphasis on Reading in the Content areas. Students will participate in Guided Reading lessons with graphic organizers to provide support in learning new vocabulary and comprehension strategies. After reading the texts, students will be required to retell the stories to partners and to the small group. Writing lessons will include narrative procedures, story elements, the characters, and revising the endings. The ESL teacher will articulate with the classroom teachers and distribute information on ELL assessments. Assessments such as the LAB-R, NYSESLAT, and ELL Interim Assessments will be used to drive and differentiate instruction. If additional support is required, the classroom teacher completes a referral form to the AIS/PPT team for AIS services.

The ESL teacher utilizes the following materials and resources for ELLs who have been identified as having special needs: Word walls which include graphics to explain concepts and new vocabulary, a multi-media approach with centers, a well-organized classroom library which contains numerous Fiction/Non-Fiction materials and picture dictionaries which include Spanish, Chinese, and etc. Since our school is a Teachers' College School, the ESL teacher supports and provides scaffold activities to support the students in reading comprehension and writing.

Students with IEPs in the regular classroom receive instruction which supports the IEP annual goals. Periodic assessments are used to drive and revise instruction. For example, IEP/SETSS students receive direct, explicit, reading instruction based on periodic assessments. Third grade ELL students receive a scientific, research-based reading program: A structured Comprehension and Decoding program. These students are assessed with three benchmarks—fall, winter, and spring to increase fluency, develop sight words, and increase reading comprehension. The program includes choral reading and partner reading to develop confidence in reading passages. The ESL teacher and the SETSS teacher confer on a regular basis to discuss the progress of the students who receive SETSS.

In addition, ELL students (IEPS) are placed in Integrated, Co-teaching classes and Self-Contained Special Education classes to meet their needs. The ESL program provides small group strategy groups to support the Readers/Writers workshop model. ELL students in Self-Contained classrooms receive a structured Reading program with a trained paraprofessional on a daily basis. Great leaps is another program utilized in the Self-Contained classroom for ELLs. A trained paraprofessional daily administers the three probes in the program—phonics, sight words, and timed reading passages to address fluency and reading comprehension. Phonics and Decoding programs in the Self-Contained classrooms include the following programs: Foundations, Earobics, and Wilson (when the ELL students are identified as requiring a more structured decoding program in the upper grades).

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

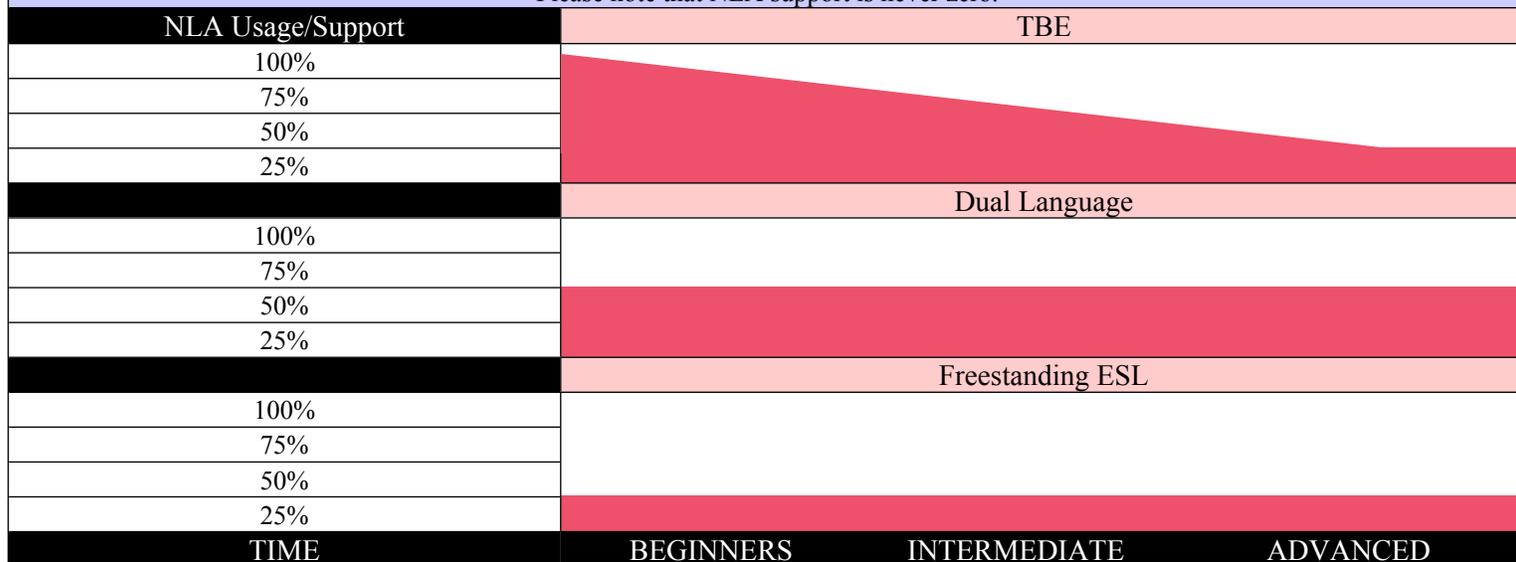
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Programming and Scheduling Information-Continued: (questions 5-14)

Targeted Intervention programs for ELLs in ELA, Math, and other Content areas include differentiated instruction within the classrooms such as Guided Reading groups, and small group strategy groups in Math, Science, and Social Studies. There is additional support with vocabulary development and graphic organizers to provide ELL students with the resources needed to succeed. Using the Push-In model in classrooms where there is a high concentration of Ell students, the ESL teacher provides Guided Reading Activities with an emphasis on vocabulary development and reading comprehension.

Instruction is provided in English with additional language support in their native language as needed.

P.S. 142 is committed to providing transitional support for the ELL students who are assessed as proficient on the NYSELAT. Small group instruction is provided with AIS services during the day when space is available. The SETSS/IEP/AIS provider will provide for small group targeted instruction. Support is provided for two consecutive years for the students who reach proficiency on the NYSESLAT. Instructional approaches include: Readers' Theatre, Read Naturally - a computer software program (Reading comprehension and fluency), and small group Guided Reading for targeted comprehension groups. Reading and Writing rubrics are used to assess each student's progress as they transition from the ESL program. Support is provided for two consecutive years for the students who reach proficiency on the NYSESLAT.

The ELL population has equal access to all school programs including the After 3 program and Saturday programs. Every effort is made to include the ELL population in supplemental and After-School programs.

All classrooms have computer centers and a computer lab where the ELL students receive support in Reading comprehension and content areas. Read-along tapes, Big Books, and language materials are located in all classrooms and the ESL teacher provides additional support. Project Jumpstart enables our school to identify newly enrolled students and invite them to the building to receive a tour of the facilities and the program.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

**D: Professional Development and Support for School Staff:**

Currently, P.S. 142 has one full-time ESL teacher. She attends workshops on a regular basis with our network provider: Children’s First Network. The classroom teachers attend workshops at Teachers’ College pertaining to the most up-to-date research, methodologies, and strategies for ELL students. Staff who attend conferences turnkey the information at common-grade meetings and Faculty conferences. As a school, we are committed to the concept of on-going Professional development as a way of expanding teachers’ toolboxes of strategies and instructional approaches.

P.S. 142 encourages visitations to the new schools as one way to transition from elementary to middle-school.

The administration at our school will identify the staff who require the 7.5 hours of ELL training. These staff members will receive this training as required with the support of the Children’s First Network and additional training resources at our school. In addition, ESL instructional approaches and literature are presented at monthly Faculty Conferences and grade conferences.

**E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

**E. Parental Involvement**

The PTA has monthly meetings where translation and babysitting services are provided. Guest speakers from agencies such as local health and asthma clinics are invited to participate in the monthly meetings.

Members of the PTA are actively involved greeting parents at the door at arrival and dismissal along with the administration. The school is community based and provides resources/information at the orientation meetings for the parents by grade. A parent survey is distributed and the parent involvement activities addresses the needs from the survey.

## Part V: Assessment Analysis

**A. Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	4	4	1	3	2								17
Intermediate(I)	1	4	0	7	2	3								17
Advanced (A)	2	1	1	0	5	4								13
Total	6	9	5	8	10	9	0	0	0	0	0	0	0	47

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

G	I				1	1								
	A				2	1	3							
	P				5	6	3							
READING/ WRITING	B				1	2								
	I				7	3	3							
	A					4	3							
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	5	0	2	0	0	0	7
4	2	2	0	0	4	0	0	0	8
5	0	0	1	0	2	0	2	0	5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	2	5	1	1	0	0	0	9
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

**B: Assessment Data and Student Results:**

The school utilizes Teachers' College Running Records to place the students in Independent Reading and Guided Reading groups. The books are leveled with Fountas and Pinnell. The Fall collection data has been reviewed by the classroom teachers and they are grouping students for the 50 minute twice a week group and strategy groups during the day.

After reviewing the patterns in house at our site, the instruction will include decisions regarding placement for the school term. It is important to review all the data to determine if the student will be enrolled in a regular education classroom, Collaborative Team Teaching, or Self-Contained Special Education (IEP)

Our school population takes the test in English. Tests in the native language are ordered when it is appropriate based on the students' needs. On the third grade ELA test, six students took the test and scored as indicated : 2 Ell students scored a Level 1, 3 students scored a Level 2, and 1 Ell student scored a Level 3. On the fourth grade ELA test, 2 students scored a Level 1, 3 students scored a Level 2, and 1 student scored a Level 3. , and on the 5th grade ELA test, 5 students scored a Level 2.

Classroom teachers and the ESL teacher have opportunities to review the results of the ELL assessments. Strategy groups are formed based on the analysis of the assessments. These groupings within the classroom are flexible and will change based on periodic assessments and other pertinent data such as 1:1 conferencing. Our Assistant Principal and the Music teacher will be the Data coordinators at our school and share and interpret information to the staff. Our music teacher is a member of the School Leadership Team (SLT) which meets monthly. After analyzing the data, the P.S. 142 school community recognizes the need for more direct, explicit instruction in Reading and Writing for the ELL population. Reading comprehension strategies are provided within the classroom and the ESL program. Although P.S. 142 does not provide Bilingual programs, opportunities are provided for students to have storytelling in their native tongue by a parent or staff member before presenting the story in English. By providing this experience, we are demonstrating that we respect and accept other languages. The students can receive resources and materials in their native language when necessary based on the proficiency of language acquisition.

Our school continues to show progress in moving students from Beginner to Intermediate and Advanced in the analysis of the data. We continue to strive to meet the needs of our ELL population by providing hands-on instruction.

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 142 Amalia Castro					
<b>District:</b>	1	<b>DBN:</b>	01M142	<b>School</b>		310100010142

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	33	28	30		91.1	92.7	93.2
Kindergarten	66	66	66				
Grade 1	72	54	72	<b>Student Stability - % of Enrollment:</b>			
Grade 2	68	61	53	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	65	59	61		93.5	93.5	94.6
Grade 4	67	70	69				
Grade 5	67	64	71	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		81.4	93.1	93.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	28	17
Grade 12	0	0	0				
Ungraded	0	14	8	<b>Recent Immigrants - Total Number:</b>			
Total	438	416	430	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	0	6

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	25	22	30	Principal Suspensions	5	0	8
# in Collaborative Team Teaching (CTT) Classes	47	41	51	Superintendent Suspensions	25	12	9
Number all others	21	27	21				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	44	41	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	19	7
# receiving ESL services only	28	41	TBD				
# ELLs with IEPs	8	13	TBD	Number of Educational Paraprofessionals	6	5	16

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.6	100.0
				% more than 2 years teaching in this school	75.0	75.6	85.4
				% more than 5 years teaching anywhere	59.1	58.5	70.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	90.0	92.7
American Indian or Alaska Native	0.9	1.2	1.6	% core classes taught by "highly qualified" teachers	92.5	100.0	100.0
Black or African American	18.7	14.9	13.5				
Hispanic or Latino	74.0	73.6	75.3				
Asian or Native Hawaiian/Other Pacific	3.9	5.8	6.0				
White	2.1	3.8	3.3				
<b>Male</b>	49.5	48.6	48.1				
<b>Female</b>	50.5	51.4	51.9				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	50.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



**P.S. 142 AMALIA CASTRO**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 142 AMALIA CASTRO**  
**ADDRESS: 100 ATTORNEY STREET**  
**TELEPHONE: 212-598-3800**  
**FAX: 212-598-3810**

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**DISTRICT:** 1 **CHILDREN FIRST NETWORK** Integrated Curriculum and Instruction Learning Support Organization CFN  
**(CFN):** 203

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**NETWORK LEADER:** DANIEL FEIGELSON

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**SUPERINTENDENT:** DANIELLA PHILLIPS

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**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Rhonda Levy	Principal	
Mary LaGrua	UFT Member	
Paola Pena	Parent	
Stuart Pyle	UFT Member	
Juana Ramirez	Parent	
Levette Esperon	UFT Chapter Leader	
Nancy Maxwell	PTA President/Parent	
Mayra Ambroise	Parent	
Rosemary Cruz	Parent	
Judy Dunne	UFT Member	

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

□ PS 142 (Amalia Castro School) is a pre-kindergarten through grade five elementary school located on Manhattan's Lower East Side. The surrounding neighborhood is diverse, a mixture of Hispanic, African-American and Asian families, many of whom are recent immigrants. The predominant language of the neighborhood is Spanish. PS 142 has an ESL program in place as well as a number of paraprofessionals who speak Spanish, Cantonese and Mandarin. The school has a student population of 429 in 22 classes.

As a barrier-free building, PS 142 is able to serve general education children with special needs as well as the special education population. In keeping with the school's barrier free designation, the school integrates special and general education students in science, music, art, technology and in integrated co-teaching classrooms.

PS 142 has partnered with Teacher's College at Columbia University for the last six years to enrich our literacy program. All classroom teachers have had extensive professional development with staff developers at Teacher's College and continue to receive regular training both in the school and during Calendar Days. In Math, the school follows the Everyday Math Curriculum. In Science, PS 142 uses Delta Foss kits and there is a dedicated science lab for grades 2-5. As a result of grants the school has been able to purchase Smartboards for all classrooms in grades 1-5 as well as the technology, science, library and art cluster classrooms.

All students in Kindergarten and First Grade participate in an Inquiry Study program. Teachers meet with Educational Consultant Renee Dinnerstein in advance of the school year to determine two or three themes to study with their classes in depth. For a three or four month period, math, social studies, science and literacy are integrated into the theme of the Inquiry Study. Past studies have included Beautiful Things, Bridges, Markets and Subways. In grades one through three, professional authors of children's literature from Learning Leaders' Author Read Aloud program visit PS 142 to read from their books and engage students in book talk.

P.S. 142 has a long tradition of partnership with Rosie's Broadway Kids as well as a comprehensive dance program through a strategic partnership with Mark DeGarmo and Dancers. The dance program was funded first through a competitive grant from the Annenberg Foundation, then the New York State Council on the Arts (NYSCA) and currently the National Endowment for the Arts. A band program for fourth grade students is provided by the Third Street Music School Settlement. Neighborhood Classics, a concert series with touring professional musicians spearheaded by pianist Simone Dinnerstein and pioneered at PS 321 in Brooklyn, is benefiting the school's band and dance programs for the 2010-2011 school year.

The Amalia Castro School also has strong in-house music and visual arts programs for grades Pre-K - 2 as well as a rigorous theater and arts "After 3:00" Program through a partnership with Educational Alliance. The technology specialist is a licensed art teacher providing a computer/graphic design program for grades 3-5 in the PS 142 Computer Lab. An additional lab is designated for academic intervention.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 142 Amalia Castro								
<b>District:</b>	1	<b>DBN #:</b>	01M142	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	35	33	28		91.1	92.7	TBD		
Kindergarten	65	66	66						
Grade 1	76	72	54	<b>Student Stability - % of Enrollment:</b>					
Grade 2	65	68	61	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	73	65	59		93.5	93.46	TBD		
Grade 4	66	67	70						
Grade 5	67	67	64	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		81.4	91.1	93.1		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	28	TBD		
Grade 12	0	0	0						
Ungraded	3	0	14	<b>Recent Immigrants - Total Number:</b>					
Total	450	438	416	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	0	6		

<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	39	25	22	Principal Suspensions	5	0	TBD
# in Collaborative Team Teaching (CTT) Classes	60	47	41	Superintendent Suspensions	25	12	TBD
Number all others	19	21	27				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				(As of October 31)	2007-08	2008-09	2009-10
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	39	28	41	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	14	8	13	Number of Teachers	44	41	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	18	19	TBD
				Number of Educational Paraprofessionals	6	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	97.6	TBD
				% more than 2 years teaching in this school	75	75.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	59.1	58.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	90	TBD
American Indian or Alaska Native	0.2	0.9	1.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.5	100	TBD
Black or African American	19.6	18.7	14.9				
Hispanic or Latino	73.6	74	73.6				
Asian or Native Hawaiian/Other Pacific Isl.	4.2	3.9	5.8				

White	2.4	2.1	3.8
Multi-racial			
<b>Male</b>	49.6	49.5	48.6
<b>Female</b>	50.4	50.5	51.4

**2009-10 TITLE I STATUS**

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>
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**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				

White	-	-	-			
Multiracial						
Students with Disabilities	Ysh	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	5	5	1			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results - 2008-09</b>		<b>Quality Review Results - 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	86.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	
<b>Key: AYP Status</b>		<b>Key: Quality Review Score</b>	
√ = Made AYP		Δ = Underdeveloped	
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target		▶ = Underdeveloped with Proficient Features	
X = Did Not Make AYP		√ = Proficient	
- = Insufficient Number of Students to Determine AYP Status		W = Well Developed	
X* = Did Not Make AYP Due to Participation Rate Only		◇ = Outstanding	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.			
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

### **PS 142 Greatest Accomplishments:**

Student attendance has risen to 93.2% and has been steadily increasing year after year. This is especially notable at PS 142 which has a large percentage of Special Education and physically challenged students who often miss school for health reasons.

PS 142 programs to boost health and attendance are successful. The PS 142 running club which trains for and participates in a race across the GW Bridge each June and the Baseball Club are intended to curb obesity among students. Partnerships with Dr. Paul Erlich and the Beth Israel Louis Armstrong Music Therapy program have benefited the school's large percentage of students with asthma.

The median growth profile for the lowest third of students is 77% relative to peers in mathematics and 63.8% relative to peers in ELA.

Significant Barriers:

Budget cuts have severely curtailed PS 142's ability to provide AIS services. The school no longer has literacy or math coaches. In addition, the loss of the school's Data Specialist/AIS Math teacher and Parent Coordinator has impacted on the school's ability to provide essential services.

### **Student Performance Trends:**

NYS ELA Scores

After four years of steady gains, there was a decrease in ELA scores in grades 3-5 for 2010:

The Median ELA P.R., having risen from 2.79 to 3.04 over three testing years, dropped to 2.63 in 2009-2010. The percentage of students scoring at or above grade level, having risen from 37.8% to 60.5% over the same three years, dropped to 30.7% in the Spring of 2010.

### **NYS MATH Scores**

In Math, student performance also dropped significantly. Overall, student scores dropped from 86.5% at or above grade level in 2009 to 48.4% in 2010.

This trend exists across the grade levels though historically and currently, the data indicate that 5th grade students perform about five points lower than fourth grade students who are 5 points below third grade students.

Primarily due to student performance, PS 142 experienced a drop in the progress report grade, from "A" to "B" though school environment was still an "A."

Among students with IEP's, PS 142 saw a greater drop in both ELA and Math performance, from 38.6% to 5.7% in ELA and 69.4% to 20% in Math. In the area of Special Education, PS 142 also did not meet its AYP goal.

After two years of keeping pace with English-speaking students on the NYS Math test, ELL students dropped significantly compared to their English-speaking peers in 2010 (51.5%-23.8%). In English Language Arts, ELL students continue to lag behind their English-speaking peers (11.8% - 34.4%).

After several years of parity, in 2010 boys outperformed girls in the math test by 11 points (53.8% - 43%) and girls outperformed boys in the ELA test by 20 points (42.2% - 22.2%). It is necessary to continue locating literature that boys are interested in and willing to read. Likewise, PS 142 needs to set up math groups and activities for girls.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) *In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section.* (2) *Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.* (3) *When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.*

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011, 30% of students with Individualized Educational plans in grades 4-5 will increase their scale scores on the ELA test.	<input type="checkbox"/> 2010 School Report Card indicates that PS 142 did not meet its Annual Yearly Progress in the area of Special Education. Only 5.7% of Special Education students scored at or above grade level on the 2010 ELA test.
<input type="checkbox"/> 2. By June 2011, 30% of ELL students in grades 4 and 5 will increase their scale scores on the NYS Math test.	<input type="checkbox"/> Data from the 2010 test results indicate a 27.7% decrease in ELL students scoring at or above grade level in Math.
<input type="checkbox"/> 3. By June 2011, 50% of Kindergarten students will move up by 2 or more Fountas and Pinnell reading levels.	<input type="checkbox"/> Data indicate that a significant percentage of students are leaving Kindergarten on a level B or below which makes it difficult to move them to Level H or I by the end of first grade.
<input type="checkbox"/> 4. By June 2011, PS 142 will increase the percentage of 3rd through 5 <sup>th</sup> grade students scoring at or above grade level on the NYS Math test by 25%.	<input type="checkbox"/> ARIS data indicate a substantial drop in students scoring at grade level in Grades 3 – 5 (86.5% to 48.4%) on the State Math test. NYSTART data indicate that students especially need help in the areas of Algebra and Computation.
<input type="checkbox"/> 5. By June 2011, there will be a 25% increase in 3rd-5th Grade students scoring at or above grade level on the NYS ELA exam.	<input type="checkbox"/> 2010 ELA test data indicate an decrease in Level 3 & 4 scores from 60.5% to 30.7%

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**ELA - Special Education**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. By June 2011, 30% of students with Individualized Educational Plans in grades 4-5 will increase their scale scores on the ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>-Inquiry Groups at each grade level and among cluster teachers and AIS specialists (SETSS, Speech) will focus on students with IEPs, developing small groups.</p> <p>-Ongoing training of teachers in Differentiation of Instruction</p> <p>-America Reads tutors, Paraprofessionals and Student Teachers have been trained in Great Leaps (fluency) by the AIS coordinator and will be trained in Guided Reading to assist students with IEP's.</p> <p>Oct. - June</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/>Principal, AIS Coordinator, classroom and cluster teachers, speech teachers, paraprofessionals, America Reads tutors, Student Teachers</p> <p>Tax Levy, Title 1, Contract for Excellence</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> A 5% increase is expected in the number of students with IEPs scoring at or above grade level on the 2011 ELA state test.</p> <p>Acuity (once per year), Fountas and Pinnell reading levels entered tri-monthly, NYS ELA test</p> <p><input type="checkbox"/> By November 2011, small groups of students with IEPs will be formed and receiving instruction.</p> <p>Teachers College Reading/Writing assessment 4X per year</p>
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**Subject Area**  
**(where relevant) :**

**Mathematics: Level 1 students**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 2. By June 2011, 30% of ELL students in grades 4 and 5 will increase their scale scores on the NYS Math test.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>* The ELL teacher will support an ELL math group of 4th and 5th grade ELL students who are struggling with math;</li> <li>* ELL Saturday academy will focus on developing math skills among ELL students and others at risk;</li> <li>* Inquiry Groups at each grade level and among cluster teachers and AIS specialists (SETSS, Speech) will focus on students with IEPs and ELL students, developing small groups;</li> </ul> </div>



<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Strategies to increase K reading skills by:</p> <ul style="list-style-type: none"> <li>* understanding how to solve words at the point of difficulty</li> <li>* increasing high frequency words (hfw)/vocabulary</li> <li>* monitoring for meanings.</li> </ul> <p>Sept. - June</p> <p>Classroom Teachers, Instructional AP, Teachers College Staff Developer, Educational Consultant</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> AIS Reading Teacher will provide ongoing professional development for Lower School teachers.</p> <p>Tax Levy, Fair Student Funding, Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers and TC Data Specialist will use Fountas and Pinnell reading levels on the TC website to monitor the reading level progress of K students.</p> <p>50% of Kindergarten students will leave in June reading at a "D" level or higher.</p>

**Subject Area (where relevant) :** 3rd – 5<sup>th</sup> Grade Math

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> 4. By June 2011, PS 142 will increase the percentage of 3rd through 5<sup>th</sup> grade students scoring at or above grade level on the NYS Math test by 25%.</p>
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<i>Time-bound.</i>	
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Strategies to improve math scores: * All second and third grade students will participate in thrice-weekly sessions with Mind Research mathematics education software through a recent grant.  * The AIS teacher will meet twice per week in the early morning program (50 minutes a day) with a group of 4 <sup>th</sup> grade students who need support in math. The AIS teacher will meet 4x a week during school day with groups of 4 <sup>th</sup> /5 <sup>th</sup> grade students.  * The ELL teacher will support an ELL math group of 3rd, 4th and 5th grade male ELL students who are struggling with math.  *4 <sup>th</sup> Grade teacher provides monthly workshops for parents to support their children at home in math
<b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> AIS Teacher, ELL Teacher, classroom teachers, Assistant Principal  Tax Levy, Title I, Contract for Excellence, Fair Student Funding, Title III
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Projected gains: a 25% increase in the number of students scoring at or above grade level on the NYS-Math test at the Third through Fifth Grade levels.  Acuity testing 3X per year, NYS Math Test

**Subject Area**  
(where relevant) :

**ELA: 3<sup>rd</sup> – 5<sup>th</sup> Grade students**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>5. By June 2011, there will be a 25% increase in 3rd-5th Grade students scoring at or above grade level on the NYS ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>-Inquiry Groups at each grade level and among cluster teachers and AIS specialists (SETSS, Speech) will focus on Level 1 and Level 2 students, developing small groups</p> <p>-America Reads tutors, Paraprofessionals and Student Teachers have been trained in Great Leaps (fluency) by the AIS coordinator and will be trained in Guided Reading to assist students with IEP's and Level 1 and 2 students.</p> <p>* By November 2010, small groups will be formed for assistance for Level 1 and 2 students and students with IEPs.</p> <p>By February 2011, an eight week after-school literacy program for small groups of Level 1 and 2 students in grades 3-5 will be implemented.</p> <p>Cluster program will provide small group work for Level One and Level Two students with specific needs.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/>AP/Instruction, AIS Coordinator, Classroom teachers, Cluster teachers, Paraprofessionals, America Reads tutors</p> <p>Tax Levy, Title I, Contract for Excellence</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>* 25% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will move to Level 3 or higher on the NYS ELA test.</p> <p>Interim testing (Acuity) will take place two times during the school year leading up to the State Test; NYS ELA test</p>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	5	N/A	N/A	3			
1	45	45	N/A	N/A			2	4
2	32	32	N/A	N/A			1	5
3	39	39	N/A	N/A			1	5
4	39	39	7	7	1		4	6
5	51	51	8	8			8	4
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<input type="checkbox"/> Great Leaps, Earobics, Lexia, HeadSprout  Entire 1st grade and Kindergarten receives Foundations.  Great Leaps for students in grades 2-5.  Flocabulary for students in grades 2-5
<b>Mathematics:</b>	<input type="checkbox"/> Everyday Math pre-K-5; Math Navigator for Math AIS at risk in upper school.  Mind Research computer math program for grades 2-3  Small group work in grades one and two.
<b>Science:</b>	<input type="checkbox"/> 50 minute session for targeted students
<b>Social Studies:</b>	<input type="checkbox"/> Grades K-2 inquiry study/word work  Grades 3-5 Flocabulary/word work
<b>At-risk Services Provided by the Guidance Counselor:</b>	Small group, 1 on 1
<b>At-risk Services Provided by the School Psychologist:</b>	

<b>At-risk Services Provided by the Social Worker:</b>	small group, 1 on 1
<b>At-risk Health-related Services:</b>	small group

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 30**

**Non-LEP 15**

**Number of Teachers 6**

**Other Staff (Specify) 0**

**School Building Instructional Program/Professional Development Overview**

## **Section II. Title III, Part A LEP Program Narrative** **Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The school will conduct an instructional program for six Saturdays. The focus will be developing academic language in the content areas. This year's instructional activity will be based on the Inquiry Study model and will target students who score between level 1 and low level 3 based on the ELA and English Language Learners identified in the beginning / intermediate proficiency level based on the NYSESLAT in grades 3, 4 and 5. Class size will be limited to 15 students per class. Each of three groups of 15 students (K/1; 2/3; 4/5) will have a licensed ESL teacher working with them for the entire 30 hour program. Students will focus their inquiry on sports, fitness and nutrition and will develop literacy through library research, art projects and music each week. A trip to a sports facility or to meet a professional player will be an integral part of the program. Students will begin the day with their ESL teacher and travel with this teacher through visits to the School Library, Art Room and Music Room. Licensed teachers in each area will work collaboratively with the ESL teacher to teach literacy through these various content areas. Each content area teacher will see each class for one full period each day. An additional hour of planning time for the six teachers will be added to each Saturday. The program will run Saturdays from 8:30 AM to 1:30 PM (2:30 including planning time) for 6 weeks beginning Saturday, March 5 and ending Saturday, April 9 (Inclement weather date April 16) for a total of 30 hours of instruction per student and six hours of teacher planning. Final sharing with the parents will be the last Saturday from 1:30-2:30 PM. The school will purchase instructional materials (Flocabulary, books, videos and art supplies related to the Inquiry Study) to fully implement this Saturday program.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development: General education teachers who work regularly with the school's ESL population will be trained in ESL instruction by Teachers College during the school day over two full day workshops. Substitute teachers will cover their classes for the day. Four trainings will be "Small Group Instruction to support Assessment-based Reading and Language Development for your ELLs," "Assessing ELLs in Reading and in Language Development," "There's a Power Source in your ELLs," and "ESL Teachers and Balanced Literacy." Since all three of the licensed ESL teachers working in the Saturday program have full-time positions at other schools, they will not be able to participate in the Professional Development activity.

### **Parent Involvement**

In addition to the culminating gathering on the last day, parents will be invited to participate in the last hour of student workshops which will involve family activities and sharing of the learning that happened during the day. Parents are also invited to attend parent dance workshops through arts partner Mark DeGarmo & Dancers concurrent with three of the weeks of the Saturday program for the first two hours. ELL Parents also attend Family Friday activities in the classroom once per month as well as specific programs geared toward parents on the same Friday once per month. All workshops have translation services available. These multi-session parent workshops are designed to help 3-5<sup>th</sup> Grade parents work with their children in the areas of English Language Arts and Math.

**Section III. Title III Budget**

**School: PS 142**  
**BEDS Code: 310100010142**

Allocation Amount:				
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.		
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$13, 326.20	□		
		Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$8,980.20	Professional Salaries: Teacher per session for the Saturday program: 5 hours per week x 6 weeks x \$49.89 x 6 Teachers = \$8,980.20
		Study Group	\$1,796.04	Professional Salaries: Teacher per session for planning: 1 hour per week x 6 weeks x \$49.89 x 6 teachers = \$1,796.04
			\$670.40	Professional Salaries: Teacher per diem to cover classroom teachers for the Professional Development

		<table border="1"> <tr> <td></td> <td>\$1,879.56</td> <td> <p>Activity: 2 teachers x 2 days x \$167.60 = \$670.40</p> <p>Professional Salaries: One supervisor for the Saturday program: 1 Supervisor x 6 hours x 6 days x \$52.21 = \$1,879.56</p> </td> </tr> </table>		\$1,879.56	<p>Activity: 2 teachers x 2 days x \$167.60 = \$670.40</p> <p>Professional Salaries: One supervisor for the Saturday program: 1 Supervisor x 6 hours x 6 days x \$52.21 = \$1,879.56</p>
	\$1,879.56	<p>Activity: 2 teachers x 2 days x \$167.60 = \$670.40</p> <p>Professional Salaries: One supervisor for the Saturday program: 1 Supervisor x 6 hours x 6 days x \$52.21 = \$1,879.56</p>			
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	There is no money budgeted for this item			
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$871.85	<input type="checkbox"/> <table border="1"> <tr> <td> Supplies and materials  \$495   \$374.85   \$300   \$103.95 </td> <td> Instructional Materials:  Flocabulary – Math Package -K-3 for 30 students (\$495)   Flocabulary - Math Class Pack (6) grades 4-5. 3 Class Packs @ 124.95 = \$374.85   Books - \$300   Art Supplies - \$103.95 </td> </tr> </table>	Supplies and materials \$495  \$374.85  \$300  \$103.95	Instructional Materials: Flocabulary – Math Package -K-3 for 30 students (\$495)  Flocabulary - Math Class Pack (6) grades 4-5. 3 Class Packs @ 124.95 = \$374.85  Books - \$300  Art Supplies - \$103.95	
Supplies and materials \$495  \$374.85  \$300  \$103.95	Instructional Materials: Flocabulary – Math Package -K-3 for 30 students (\$495)  Flocabulary - Math Class Pack (6) grades 4-5. 3 Class Packs @ 124.95 = \$374.85  Books - \$300  Art Supplies - \$103.95				
<b>Educational Software (Object Code 199)</b>	0	There is no money budgeted for this category			
<b>Travel</b>	\$400	<input type="checkbox"/> \$400 School bus for field trip			
<b>Other</b>	\$0	<input type="checkbox"/> There are no expenses in this category			
<b>TOTAL</b>	<b>0</b>				

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. □ PS 142 generates ATS reports such as the updated Parent Preferred Language Report to determine the number of written translations and oral interpretations that are needed. Periodic updates are ongoing in order to generate the most up to date profiles on home languages.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. □ Data from ATS shows Spanish and Chinese are the predominant languages with 82 parents predominantly speaking Spanish and 21 parents predominantly speaking Cantonese. One family has one of two parents primarily speaking Arabic, and a second family has one of two parents speaking Wolof, an African dialect. These findings are shared during faculty conferences, PTA meetings, and through articulation between various staff members such as parent coordinator, ESL teacher, classroom teachers, paraprofessionals, and school aides.

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

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

□ We have two paraprofessionals on staff who are fluent and literate in Chinese who will translate our documents into Chinese before they go out to parents. This will meet our need of Chinese translation of all outgoing documents. In addition, paper will be purchased to facilitate trilingual communication. Parent Coordinator will continue written translation services in Spanish

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

□ PS 142 will hire an interpreter to be present at all parent functions to translate from English into Chinese and back again in order to facilitate parent communication. The PS 142 Parent Coordinator will attend parent functions to provide oral interpretation. In addition, writing supplies will be purchased to better enable parent communication at these events. These supplies include writing implements, paper and other art supplies.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□ Parents will receive a copy of translated versions of the Bill of Rights and responsibilities which have been downloaded into different native languages. This document covers how to access translation and interpretation services. Signs will be posted in different languages regarding translation and interpretation services and how to access them. Signs will be on prominent display in highly visible areas. Department of Education websites facilitating translation and integration services will play an integral part in school policy to service non-English speaking parents and to provide support as needed when a particular language cannot be translated by school staff.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$354,826	\$89,864	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3548		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,741	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$35,482	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

See attachment

### **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

See attachment

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See section IV

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Section VI

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See Section VI

o Help provide an enriched and accelerated curriculum.

See Sections V and VI

o Meet the educational needs of historically underserved populations.

See Sections V and VI

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See Appendix 1

o Are consistent with and are designed to implement State and local improvement, if any.

See Sections IV (Aris Data), V and VI

3. Instruction by highly qualified staff.

See Appendix 4A

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Professional development in scientifically-based reading strategies is provided by Teachers College.
- Professional Development in Math is provided by Math professional developer for our LSO.
- Professional Development in technology is provided by in-house computer specialist Justin Girard.
- 4 teachers are studying Differentiated Instruction with Goldmansour and Rutherford for the entire 2010-2011 school year.
- 10 teachers have been trained in Ramapo for Children Behavior Strategies.
- 6 Classrooms teachers have participated in District 75 STOPP program to develop Best Practices in classroom behavior management. In addition, the STOPP team has worked closely to support and provide training for the AIS/PPT team.
- Paraprofessionals have been trained in Great Leaps and Differentiated Instruction by AIS specialist and have attended a professional development workshop with Ramapo.
- School aides are being trained in Ramapo behavior management techniques
- 3 pairs of ICT teachers are working with Special Education specialist Ellen Rice on classroom management/delivery of instruction

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

100% of teachers at PS 142 are highly qualified and teaching in their subject area.

- PS 142 is an SBO school which interviews and hires teachers based on the needs of the school.
- PS 142 recruits from a pool of student teachers who have interned at the PS 142 school site

6. Strategies to increase parental involvement through means such as family literacy services.

See Section VI

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The Headstart Program located in the building (Educational Alliance) feeds into our Universal Pre-Kindergarten. During the year, Family Assistants from both programs join together in planning and administering particular workshops for parents. Headstart students also share in the P.S. 142 lower grade assembly program.

Beginning in May, Headstart students visit Pre-K and Pre-K children make regular visits to kindergarten classrooms. Head Start, Pre-K and Kindergarten classes share assembly programs performing together in the Early Childhood Music Program. In addition, Pre-K and Kindergarten share music, art and physical education activities. Each spring a special assembly is held for all incoming Kindergarten students

and their families where current kindergarten students perform. Pre-K and Kindergarten classes participate in all-day trips together to the New York Aquarium and Central Park.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- AIS team meets with classroom and cluster teachers during PD sessions and faculty conferences to discuss new assessments and to provide training to staff.
- Teachers College Assessment tools are used by classroom teachers and professional development is provided in utilizing these tools.
- PPT and AIS teams are now consolidated into one team

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

-AIS/PPT team meets weekly to discuss students who are having difficulty in literacy/math. AIS team assesses each child and determines what academic intervention is most appropriate for each student and the timeframe in which it should be delivered.

-Bank Street and Metropolitan College student teachers are trained in differentiations of instruction by SETSS/AIS specialist to support classroom teachers

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Educational Alliance After Three Program (funded through DYCD, TASC, Advantage, UJA, Boys and Girls Club)
- Head Start nursery program and extended day Pre-K
- Universal Pre-K, Title 1 Pre-K

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program ( <input checked="" type="checkbox"/> )			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check ( <input checked="" type="checkbox"/> ) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <input checked="" type="checkbox"/> )	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			\$354,826	<input checked="" type="checkbox"/>	
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			\$89,864	<input checked="" type="checkbox"/>	
Title II, Part A	Federal	<input checked="" type="checkbox"/>			\$10,888	<input checked="" type="checkbox"/>	
Title III, Part A	Federal	<input checked="" type="checkbox"/>			\$15,000	<input checked="" type="checkbox"/>	
Title IV	Federal			<input checked="" type="checkbox"/>			
IDEA	Federal	<input checked="" type="checkbox"/>			\$65,230	<input checked="" type="checkbox"/>	

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local	R			\$2,397,086	R	
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	Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

NA

2. Ensure that planning for students served under this program is incorporated into existing school planning.

NA

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities; NA

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

NA

c. Minimize removing children from the regular classroom during regular school hours;

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; NA

7. Provide strategies to increase parental involvement; and

NA

8. Coordinate and integrate Federal, State and local services and programs.

NA



## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

---

### **Part A:**

#### **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.)

21

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

Currently, as of January 2011, PS 142 has 6 children living in NYC shelters and 15 children living 'doubled up' with 2-3 families of their relatives/friends. The PS 142 Guidance Counselor, Family Worker and Family Assistant for Attendance work with these families on a regular basis. PS 142 works with Community Based Organizations to provide necessary supplies, backpacks and clothing for students in temporary housing. Support from our CFN colleagues includes meetings to support parents with issues such as attendance, lateness, medical attention, counseling and housing.

### **Part B:**

**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).  
NA
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
NA
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 in your Children First Network.  
NA

# **CEP RELATED ATTACHMENTS**

## ***Parent Involvement Policy/School-Parent Compact***

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

PS 142, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents and the entire school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

### **I. General Expectations**

PS 142 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;

- that parents are equal partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. PS 142 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Maintain 50% parental participation on the School Leadership Team. Every three months parents, staff and administration will meet to update the CEP.
2. PS 142 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.) Parent surveys and midyear parental review.
3. PS 142 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parent workshops through Parent Coordinator, Parents as Arts Partners program, coaches provide parent workshops.
4. PS 142 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Head Start, Superstart, Superstart +], by: family assistants for each program will work closely with PS 142 parent coordinator and administration.
5. PS 142 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (A subcommittee of the School Leadership Team will be formed under parent coordinator Monique Benitez to carry out this evaluation)
6. PS 142 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (parent workshops will be conducted in standards and testing as set up by parent coordinator Monique Benitez. AIS coordinator Suzanne Levine, assisted by coaches, will meet with parents to discuss standards, assessment and intervention programs)
  - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (under direction of tech teacher Justin Girard)
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (School orientation by grade; annual Arts night in conjunction with Parents as Arts Partners grant. Classroom teachers and students will work with parents to create and perform family works of art)
7. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction

Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: family assistants will work closely with PS 142 parent coordinator and administration.

- a. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (All parent materials will be sent home in English, Spanish and Chinese)

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT meeting June 9, 2006. This policy was adopted by PS 142 on June 16, 2006 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 16, 2006. The policy has been updated for the following two years is currently in effect.

#### School Responsibilities

PS 142 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice a year, once in the fall and once in the spring.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: report cards will be distributed four times a year. In cases where students are receiving AIS, reports will be sent to parents after each 10 week cycle.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: In addition to Grade Orientation Meetings, ParentTeacher Conferences and AIS conferences, parents may set up appointments with teachers on their prep periods and before and after school.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: School Leadership Team, Parent Coordinator and Learning Leaders work together to train as many parents as possible to be classroom volunteers. Principal and Parent Coordinator make up a schedule with classroom teacher and parent.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the

District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
- Listen to and follow directions in the classroom.
- Use appropriate language in school.
- Respect my teacher and my classmates.
- Come to school every day prepared to learn.

**SIGNATURES:**

**PS 142  
SCHOOL**

**NANCY MAXWELL, PAOLA PENA  
PARENT(S)**

**NA  
STUDENT**

**OCTOBER 29, 2010**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 142 Amalia Castro					
<b>District:</b>	1	<b>DBN:</b>	01M142	<b>School</b>		310100010142

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	33	28	30		91.1	92.7	93.2
Kindergarten	66	66	66				
Grade 1	72	54	72	<b>Student Stability - % of Enrollment:</b>			
Grade 2	68	61	53	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	65	59	61		93.5	93.5	94.6
Grade 4	67	70	69				
Grade 5	67	64	71	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		81.4	93.1	93.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	28	17
Grade 12	0	0	0				
Ungraded	0	14	8	<b>Recent Immigrants - Total Number:</b>			
Total	438	416	430	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	0	6

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	25	22	30	Principal Suspensions	5	0	8
# in Collaborative Team Teaching (CTT) Classes	47	41	51	Superintendent Suspensions	25	12	9
Number all others	21	27	21				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	44	41	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	19	7
# receiving ESL services only	28	41	TBD				
# ELLs with IEPs	8	13	TBD	Number of Educational Paraprofessionals	6	5	16

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.6	100.0
				% more than 2 years teaching in this school	75.0	75.6	85.4
				% more than 5 years teaching anywhere	59.1	58.5	70.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	90.0	92.7
American Indian or Alaska Native	0.9	1.2	1.6	% core classes taught by "highly qualified" teachers	92.5	100.0	100.0
Black or African American	18.7	14.9	13.5				
Hispanic or Latino	74.0	73.6	75.3				
Asian or Native Hawaiian/Other Pacific	3.9	5.8	6.0				
White	2.1	3.8	3.3				
<b>Male</b>	49.5	48.6	48.1				
<b>Female</b>	50.5	51.4	51.9				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	50.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'**

*File Name - 28\_01M142\_102910-094513.doc*

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 203 Cluster 2</b>	District <b>01</b>	School Number <b>142</b>	School Name <b>Amalia Castro</b>
Principal <b>R. Levy</b>		Assistant Principal <b>J. Szymanski</b>	
Coach <b>n/a</b>		Coach <b>n/a</b>	
Teacher/Subject Area <b>:A. McClelland: First grade</b>		Guidance Counselor <b>D. Bitner</b>	
Teacher/Subject Area <b>S.Pyle: Music</b>		Parent <b>Paula Pena</b>	
Teacher/Subject Area <b>M. Peles: ESL</b>		Parent Coordinator <b>n/a</b>	
Related Service Provider <b>S. Levine: SETSS</b>		Other : <b>Janet DeCastro</b>	
Network Leader <b>D. Feigelson</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>427</b>	Total Number of ELLs	<b>47</b>	ELLs as Share of Total Student Population (%)	<b>11.01%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the

person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

P.S. 142 ELL Identification Process: Initially, English Language Learners are identified by the Home Language Survey, in their native language, which is administered to all students with a Home Language other than English, who are entering the Department of Education for the first time. Bilingual school aides (Spanish) and bilingual paraprofessionals (Chinese) assist to assist with translation if needed in completing the HLIS with the certified ESL teacher. In addition to the HLIS, informal interviews are conducted, in their native language as well as English, to ensure that all students are appropriately screened. All students are identified, tested, and placed in the appropriate program within ten school days from the date of admission. Students who are entitled for LAB-R testing based on the HLIS and interviews are given the assessment within ten days. Students who speak Spanish at home, and do not pass the LAB-R are also tested with the Spanish LAB. Entitlement Letters are sent home to parents of students who are ELLs based on the LAB-R results notifying them of their entitlement and inviting them to an orientation session. For continuing students as indicated by the NYSESLAT, they receive Continuation Letters to inform the parents of continued services as an ELL. For students who scored proficient on the NYSESLAT, they received Non Entitlement Letters to inform the parents that their child is no longer entitled for services. Parents of newly enrolled students receive an invitation to attention orientation at the beginning of the year to inform them of the different programs, TBE, Dual language, and ESL, that are available in the Department of Education. At the Parent Orientation, parents have the opportunity to learn about the different programs available and have the opportunity to ask questions. All parents of students eligible to receive ESL services are annually contacted with the appropriate parental notification letters in various native languages.

All eligible students take the New York State English as a Second Language Achievement Test (NYSESLAT) in the month of May. These students will take the NYSESLAT annually until they gain sufficient proficiency in English to participate in an English only program. Students already in the system are grouped in strategy groups based on the scores of the NYSESLAT. For example, ELL students who score at the advanced levels of the NYSESLAT receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. ELL students who score at the beginning and Intermediate levels receive 360 minutes of ESL of instruction weekly.

The Parents of English Language Learners are notified of their child's eligibility for ESL services by letter. After ten school days, a parent orientation is scheduled for September. The purpose of the orientation is to inform the parents of ELLs about P.S. 142's ESL services. At the orientation meeting, the parents watch a video in their native language which explains the different kinds of programs available city-wide. In addition, the ESL teacher informs the parents about the objectives and materials of the ESL program at our site. At the orientation meeting, the ESL teacher explains the three types of programs available: Bilingual, Dual Language Classes, and Free Standing English as a Second Language. Frequently, our parents opt out of Bilingual services, and elect to participate in our

Freestanding ESL program.

P.S. 142 has outreach services which is supervised by the ESL teacher with the support staff such as the Bilingual school aides, family assistant and the paraprofessionals. Outreach services include reaching out to parents at arrival and dismissal times, and contacting them by telephone to ensure that the forms are returned. This year, all the parents returned the forms in a timely manner. After the testing is completed, Entitlement letters are distributed to eligible students.

Parents of ELL learners indicate a preference for Freestanding ESL as a program choice. The students remain in their classroom, and receive additional support with academic subjects such as Readers/Writers' workshop, Mathematics, Science, Social Studies, and language acquisition strategies with the Pull-Out model. In addition, Push-In ESL services can be provided when there are several students in the same classroom eligible for ESL. Other options explored were not feasible such as Bilingual classes because there were insufficient numbers per students on a grade to provide self-contained ESL classrooms or Bilingual classes.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	10
SIFE	0	ELLs receiving service 4-6	16	Long-Term	1





## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>0</b>	<b>47</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

#### ELL Programming

P.S. 142 delivers ESL instruction with a combination of Pull-Out/Push-In instruction with Five periods of instruction daily. The Push-In model is utilized to support the classrooms where there's a concentration of ELL students. We have one ESL teacher who provides instruction to 47 students. The majority of the ESL groups are heterogeneous in which there are mixed proficiency levels among the grades. There is one Newcomer group which is ungraded. Every effort is made to accommodate the needs of the students' levels of proficiency. For example, students receive either one or two periods of ESL instruction daily as per their NYSESLAT and the LAB-R scores. Students who scored Beginner an intermediate on the NYSESLAT or LAB-R receive 360 minutes of ESL services per week and students who scored Advance the NYSESLAT receive 180 minutes of ESL instruction per week. The group size is small to allow for differentiation of instruction within a group with an emphasis on partner work, active engagement, and Inquiry studies in the lower grades. (k-2) The ESL's instructional program is closely aligned with the classroom instruction. Reading and writing instruction is taught through the balanced literacy approach where students are engaged in read alouds, shared reading, interactive writing, guided reading and word study with a focus on developing students' language skills as well as content. There's an emphasis on providing all students with access to content; teachers incorporate the use of hands-on activities, visuals, technology, books on tape. Students are supported with native

language resources, such as dictionaries, math and science glossaries, and books in their native language, if needed. Students are matched with texts on their reading levels with grade specific content area topics.

When SIFE students are enrolled in our school, the school provides additional AIS services for these students based on their academic performance levels. For example, students will be enrolled in the After-School program for Reading and Math with modifications provided by the teacher. There is also a separate After-School program, Saturday program which addresses the unique needs of the ELL population at our school. In addition, students receive additional support in the twice weekly 50 minute remediation program. Presently, there are no SIFE students enrolled at our school.

Seven students have been identified as Newcomers to receive instruction by the ESL teacher for 50 minutes block period two times a week. These students receive small group instruction with an emphasis on language acquisition. The primary objective is to acquire the Listening/Speaking component of language acquisition. The ESL teacher accomplishes this objective by a systematic and structured approach of constant modeling with an emphasis on visuals and realia. The ultimate goal is to promote basic communication skills to facilitate successful integration into the mainstream classroom. Materials include Big Books and Read-along stories with the accompanying audio tapes. Ell learners who are identified as needing additional support are enrolled in specific AIS programs such as Foundations for beginning readers and given explicit phonic instruction.

Those students who are required to take the ELA after one year, will receive additional support with test prep strategies and materials such as Kaplan Test guides. The students will become acclimated to the testing vocabulary used in actual tests such as the identification of clue words for solving word problems, and how to recognize inference type questions such as main idea.

P.S. 142 differentiates instruction for students who have been enrolled in NYC schools six years or more. The proficiency levels determine the number of periods the students receive ESL instruction. Long-term Ells will receive a Balanced Literacy program with an emphasis on Reading in the Content areas. Students will participate in Guided Reading lessons with graphic organizers to provide support in learning new vocabulary and comprehension strategies. After reading the texts, students will be required to retell the stories to partners and to the small group. Writing lessons will include narrative procedures, story elements, the characters, and revising the endings.

The ESL teacher will articulate with the classroom teachers and distribute information on ELL assessments. Assessments such as the LAB-R, NYSESLAT, and Ell Interim Assessments will be used to drive and differentiate instruction. If additional support is required, the classroom teacher completes a referral form to the AIS/PPT team for AIS services.

The ESL teacher utilizes the following materials and resources for Ells who have been identified as having special needs: Word walls which include graphics to explain concepts and new vocabulary, a multi-media approach with centers, a well-organized classroom library which contains numerous Fiction/Non-Fiction materials and picture dictionaries which include Spanish, Chinese, and etc. Since our school is a Teachers' College School, the ESL teacher supports and provides scaffold activities to support the students in reading comprehension and writing.

Students with IEPs in the regular classroom receive instruction which supports the IEP annual goals. Periodic assessments are used to drive and revise instruction. For example, IEP/SETSS students receive direct, explicit, reading instruction based on periodic assessments.

Third grade ELL students receive a scientific, research-based reading program: A structured Comprehension and Decoding program. These students are assessed with three benchmarks-fall, winter, and spring to increase fluency, develop sight words, and increase reading comprehension. The program includes choral reading and partner reading to develop confidence in reading passages. The ESL teacher and the SETSS teacher confer on a regular basis to discuss the progress of the students who receive SETSS.

In addition, ELL students (IEPS) are placed in Integrated, Co-teaching classes and Self- Contained Special Education classes to meet their needs. The ESL program provides small group strategy groups to support the Readers/Writers workshop model. ELL students in Self-Contained classrooms receive a structured Reading program with a trained paraprofessional on a daily basis. Great leaps is another program utilized in the Self-Contained classroom for ELLs. A trained paraprofessional daily administers the three probes in the program-phonics, sight words, and timed reading passages to address fluency and reading comprehension. Phonics and Decoding programs in the Self-Contained classrooms include the following programs: Foundations, Earobics, and Wilson (when the ELL students are identified as requiring a more structured decoding program in the upper grades).



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials)? list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Programming and Scheduling Information-Continued: (questions 5-14)

Targeted Intervention programs for ELLs in ELA, Math, and other Content areas include differentiated instruction within the classroom such as Guided Reading groups, and small group strategy groups in Math, Science, and Social Studies. There is additional support with vocabulary development and graphic organizers to provide ELL students with the resources needed to succeed. Using the Push-In model in classrooms where there is a high concentration of Ell students, the ESL teacher provides Guided Reading Activities with an emphasis on vocabulary development and reading comprehension.

Instruction is provided in English with additional language support in their native language as needed.

P.S. 142 is committed to providing transitional support for the ELL students who are assessed as proficient on the NYSELAT. Small group instruction is provided with AIS services during the day when space is available. The SETSS/IEP/AIS provider will provide for small group targeted instruction. Support is provided for two consecutive years for the students who reach proficiency on the NYSESLAT. Instructional approaches include: Readers' Theatre, Read Naturally - a computer software program (Reading comprehension and fluency) and small group Guided Reading for targeted comprehension groups. Reading and Writing rubrics are used to assess each student's progress as they transition from the ESL program. Support is provided for two consecutive years for the students who reach proficiency on the NYSESLAT.

The ELL population has equal access to all school programs including the After 3 program and Saturday programs. Every effort is made to include the ELL population in supplemental and After-School programs.

All classrooms have computer centers and a computer lab where the ELL students receive support in Reading comprehension and content areas. Read-along tapes, Big Books, and language materials are located in all classrooms and the ESL teacher provides additional support. Project Jumpstart enables our school to identify newly enrolled students and invite them to the building to receive a tour of the facilities and the program.

## C. Schools with Dual Language Programs

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



Intermediate(I)	1	4	0	7	2	3								17
Advanced (A)	2	1	1	0	5	4								13
Total	6	9	5	8	10	9	0	0	0	0	0	0	0	47

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	0	0	1	0							
	I		2	2	0	0	0							
	A		4	1	2	2	6							
	P		2	1	5	7	4							
READING/ WRITING	B		3	3	1	2	1							
	I		4	0	6	4	5							
	A		1	0		5	3							
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	5	0	2	0	0	0	7
4	2	2	0	0	4	0	0	0	8
5	0	0	1	0	2	0	2	0	5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	2	5	1	1	0	0	0	9
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SC Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in terms of English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language use being supported?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

**B: Assessment Data and Student Results:**

The school utilizes Teachers' College Reading Records to place the students in Independent Reading and Guided Reading groups. Books are leveled with Fountas and Pinnell. The Fall collection data has been reviewed by the classroom teachers and they are using the data to place students for the 50 minute twice a week group and strategy groups during the day.

After reviewing the patterns in house at our site, the instruction will include decisions regarding placement for the school year. It is important to review all the data to determine if the student will be enrolled in a regular education classroom, Collaborative Teaching, or Self-Contained Special Education (IEP)

Our school population takes the test in English. Tests in the native language are ordered when it is appropriate based on the student's needs. On the third grade ELA test, six students took the test and scored as indicated : 2 Ell students scored a Level 1, 3 students scored a Level 2, and 1 Ell student scored a Level 3. On the fourth grade ELA test, 2 students scored a Level 1, 3 students scored a Level 2, and 1 student scored a Level 3. , and on the 5th grade ELA test, 5 students scored a Level 2.

Classroom teachers and the ESL teacher have opportunities to review the results of the ELL assessments. Strategy groups are formed based on the analysis of the assessments. These groupings within the classroom are flexible and will change based on periodic assessments and other pertinent data such as 1:1 conferencing. Our Assistant Principal and the Music teacher will be the Data coordinators and will share and interpret information to the staff. Our music teacher is a member of the School Leadership Team (SLT) which meets monthly to discuss and interpret information to the staff.

continue to strive to meet the needs of our ELL population by providing hands-on instruction.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		