



**PUBLIC SCHOOL R042  
THE ELTINGVILLE SCHOOL**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 31R042**  
**ADDRESS: 380 GENESEE AVENUE, STATEN ISLAND, NY 10312**  
**TELEPHONE: (718) 984-3800**  
**FAX: (718) 227-6358**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. R042      **SCHOOL NAME:** Public School 42, The Eltingville School

**SCHOOL ADDRESS:** 380 Genesee Avenue, Staten Island, New York 10312

**SCHOOL TELEPHONE:** (718) 984-3800      **FAX:** (718) 227-6358

**SCHOOL CONTACT PERSON:** Mr. Brian P. Sharkey      **EMAIL ADDRESS:** BSharke@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Eleanor T. Sharpe

**PRINCIPAL:** Mr. Brian P. Sharkey

**UFT CHAPTER LEADER:** Ms. Eleanor T. Sharpe

**PARENTS' ASSOCIATION PRESIDENT:** Mrs. Darlene DeFelice

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 604

**NETWORK LEADER:** Mr. Greg Jaenicke

**SUPERINTENDENT:** Mrs. Erminia Claudio

## 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
Mr. Brian P. Sharkey	*Principal or Designee	
Ms. Eleanor T. Sharpe	*UFT Chapter Chairperson or Designee	
Mrs. Darlene DeFelice	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Mrs. Janet Colombo	Member/Teacher	
Mrs. Erika Desiano	Member/Teacher	
Mr. Richard O’Connor	Member/Teacher	
Mrs. Jackie Rasmussen	Member/Paraprofessional	
Mrs. Linda Kennedy	Member/Parent	
Mrs. Lisa Gitto	Member/Parent	
Mrs. Kertje Rubenstein	Member/Parent	
Mrs. Filicia Guitian	Member/Parent	
Mrs. Rosalia Salvo	Member/Parent	

## 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.

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P.S. 42, serving approximately 1,000 Pre-Kindergarten through Grade 5 students, is the home of academic excellence in the Eltingville community. Our vision is to provide a standards-based, enriched curriculum in literacy, mathematics, science, social studies, the arts, physical education and technology that teaches students to be problem-solvers and self-directed learners, preparing them to accept positions of leadership and responsibility in their world. We have created a school-wide culture with relentless drive and perseverance regarding student performance and outcomes. We boast a parent body that is enthusiastic about learning and a dedicated staff committed to teaching.

Our Mission Statement: At P.S. 42, we are dedicated to providing a supportive, caring environment where children can develop self-esteem and an understanding and appreciation of responsibility, respect, cooperation and honesty. By embracing these principles, we hope to encourage all children to incorporate the values of good citizenship into their lives. We strongly believe that quality education is a cooperative effort between home, school, and community.

We are concerned with every aspect of our students' development: academic, as well as social, believing that school must provide a stable, consistent, safe and nurturing environment. In the 2010-2011 school year, we house forty-one classes, including six Collaborative Team Teaching classes, five 12:1:1 classes and one 12:1 class. Services are provided to students in the areas of: speech and hearing, occupational therapy, physical therapy, adaptive physical education and counseling by appropriately certified specialists as needed. We have a large staff of para-professionals, who work side-by-side with classroom teachers, providing instruction and assistance to our students. Cluster teachers in the areas of: Physical Education, Health Education, Science, Communication Arts in a Library/Media Setting, Music and Art strengthen our school vision of providing our students with specialized instruction. For the 2010-2011 school year, we hope to maintain our long-standing liaison with R.S.V.P., a group that teaches an 8-week Prejudice Reduction program to our 5<sup>th</sup> graders, including lessons on building self-esteem, self-respect, bullying, kindness, and making good decisions.

P.S. 42 is a community of people who respect, appreciate and care about others. We welcome and utilize resources of family and community to enrich our students' education. Our philanthropic message is communicated between staff, parents and students through modeling and imitation.

Throughout the 2010-2011 school year, we will support:

- Project Homefront: Students pack up cartons of donated items that are sent to members of our armed forces serving abroad.
- Bread of Life Food Drive: Students and staff donate food items for the tables of less fortunate community members.
- March of Dimes: Our annual Halloween Mini-Walk raises funds to support research. For four consecutive years, P.S. 42 raised the most money out of all elementary schools on Staten Island.
- Common Cents Penny Harvest / Philanthropic Round Table: As they collect sacks of pennies, our students, guided by staff members, make decisions about supporting local and/or worldwide organizations.

Instruction in English Language Arts (ELA) includes a Balanced Literacy approach. Grades Pre-K through 5 use the Everyday Math program as the primary vehicle for math instruction. Instructional leaders, including our Teacher Center coach, help support our goal of increased student achievement. Our instructional leaders provide model lessons, professional development and parent workshops. Supported by our C.F.N. network, teachers and administrators participate in study groups to delve deeper into the strategies needed to differentiate instruction and reach all students. P.S. 42 is beginning its Year 4 partnership with the Staten Island Foundation Bank and Trust, currently funding our America's Choice literacy program. The professional development provided by America's Choice provides our teachers with the support necessary to create stimulating and challenging learning environments. In the 2010-2011 school year, we will introduce and begin to incorporate the new Common Core State Standards, ramping up to implementation of the new standards in 2014.

Our school-wide Book of the Month program provides a common piece of literature for discussion in all classrooms. All genres are included, as well as books that focus on character development.

The P.S. 42 community is dedicated to differentiating instruction for every student. By collecting and analyzing data from various sources, we are able to identify students' strengths and weaknesses and provide targeted intervention and focused mini-lessons on skills and strategies. Progress is continuously monitored throughout the year and goals are modified as needed. Students in need of academic intervention attend our 50-minute Extended Day Program classes on Tuesdays and Wednesdays. During the school day, our academic intervention providers offer push-in and pull-out support for students.

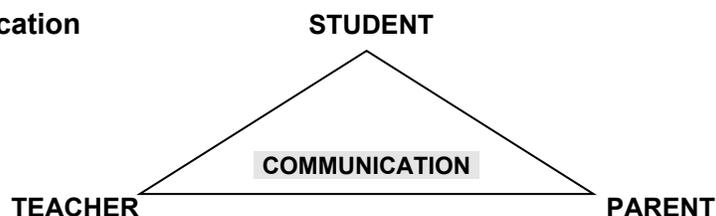
Technology is infused into all curriculum areas through the increased use of classroom computers, mobile laptop stations, Smartboards and document cameras. Teachers engage in collaborative teams to share their experience and knowledge on the implementation of technology to provide enriched, motivating learning experiences.

For the 2010-2011 school year, we will continue to embrace the arts. In spite of budgetary limitations, we are firm in our commitment to integrate the arts into all facets of the curriculum. We have maintained our 4<sup>th</sup> and 5<sup>th</sup> grade bands. We feel that students are entitled to a broad and balanced curriculum, with an opportunity to appreciate the arts and therefore we created a program to accomplish our goals. We have two full-time music cluster teachers and a full-time art cluster teacher. Plans are being made to have students learn to play the recorder, read music, listen to and appreciate musical pieces. Movement and singing will also be part of the instructional program.

Our teachers are learners and enthusiastically search out best practices through professional collaboration, continuing education, and self-directed professional development. We also schedule in-house professional development facilitated by our C.F.N. network support specialists and/or U.F.T. Teacher Center staff developers. New teachers receive in-house mentoring through the New Teacher Induction Mentoring process. Our staff is diverse: senior and new teachers. Some of our staff members grew up in the Eltingville community and attended P.S. 42 as students, including the Principal and an Assistant Principal. We are proud of staff members who have made changes in their careers. Our first Parent Coordinator, several former student teachers, and a former paraprofessional have joined our staff as classroom teachers.

Our Parent Coordinator is committed to strengthening parent involvement in an effort to build a stronger, more cohesive school community. Parents play an active role in P.S. 42's overall success. Communication is fostered through our School Leadership Team, P.T.A. membership and our Parent Advisory Panel, which was initiated in the 2009-2010 school year. P.T.A. members show extraordinary commitment to P.S. 42. Besides standard meetings, we meet above and beyond our scheduled times for beautification projects, as well as school improvement planning. For example, each year, we have an evening meeting to review the results of the Learning Environment Survey, and form an action plan to address areas of concern. We end the school year with our annual "Volunteers' Brunch," honoring all of our parent volunteers.

## Triangular Communication



We believe in making school and home come together to promote learning and to meet standards of excellence. At P.S. 42 we are working diligently to extend communication and keep parents informed of their children's educational needs and progress. With parents and teachers and students having shared visions and shared responsibilities, everyone is on the same page, knows what to expect, and can work cooperatively and supportively. With the help of P.T.A. funding, we have established a school website, [www.PS42.org](http://www.PS42.org). Maintained by our Parent Coordinator and several staff members, we post monthly grade goals, school calendars, special events, all school memos, and links to educational sites for parents, students and staff.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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 - as of April 2010				
<b>School Name:</b>	P.S. 042 Eltingville			
<b>District:</b>	31	<b>DBN #:</b>	31R042	<b>School BEDS Code:</b> 353100010042

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</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>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	72	59	62		94.2	94.8	TBD		
Kindergarten	145	153	154						
Grade 1	146	159	159	<b>Student Stability: % of Enrollment</b>					
Grade 2	145	149	159	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	176	151	149		96.2	96.5	TBD		
Grade 4	142	170	152						
Grade 5	155	144	173	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		20.2	20.7	34.2		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	14	TBD		
Grade 12	0	0	0						
Ungraded	2	0	2	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	983	985	1010		1	1	2		
<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		
Number in Self-Contained Classes	53	43	47						
No. in Collaborative Team Teaching (CTT) Classes	33	33	50	Principal Suspensions	6	19	TBD		
Number all others	82	82	87	Superintendent Suspensions	0	2	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	22	19	15	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	0	11	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	70	70	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	23	24	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	8	5	TBD
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.6	100.0	TBD
American Indian or Alaska Native	0.2	0.2	0.1	Percent more than two years teaching in this school	72.9	80.0	TBD
Black or African American	0.7	0.7	0.8	Percent more than five years teaching anywhere	68.6	68.6	TBD
Hispanic or Latino	8.2	8.2	7.8				
Asian or Native Hawaiian/Other Pacific Isl.	4.1	4.4	4.3	Percent Masters Degree or higher	94.0	94.0	TBD
White	86.8	86.5	86.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.4	88.4	TBD
Multi-racial							
<b>Male</b>	50.7	51.7	51.1				
<b>Female</b>	49.3	48.3	48.9				

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	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							
<b>Other Groups</b>							
Students with Disabilities	✓	✓					
Limited English Proficient	-	-					
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	5	5	1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

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

**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>	NR
<b>Overall Score</b>	69.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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 school's 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?
- 

### 1. What student performance trends can you identify?

#### ELA

New York State ELA Test data:

*Data Source: New York City Department of Education, Results of the State ELA Test, 2006-2010*

#### **ALL TESTED STUDENTS ACHIEVING LEVELS 3 and 4**

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Grade 3</b>	81.5%	79%	81.1%	88.7%	77.2%
<b>Grade 4</b>	75.0%	77.9%	84.7%	88.8%	61.3%
<b>Grade 5</b>	73.6%	83.9%	81.8%	91.6%	65.5%
<b>All Grades</b>	76.6%	80.0%	82.4%	89.7%	67.9%

#### **ALL TESTED STUDENTS ACHIEVING LEVEL 4**

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Grade 3</b>	15.1%	11.9%	14.9%	12.6%	30.2%
<b>Grade 4</b>	12.1%	11.7%	11.8%	8.8%	2.0%
<b>Grade 5</b>	14.0%	12.1%	9.4%	17.5%	18.4%
<b>All Grades</b>	13.8%	11.9%	12.1%	12.7%	16.9%

#### **SPECIAL EDUCATION STUDENTS ACHIEVING LEVELS 3 and 4**

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Grade 3</b>	43.9%	36.0%	38.7%	62.5%	33.3%
<b>Grade 4</b>	33.3%	34.1%	50.0%	48.4%	35.3%
<b>Grade 5</b>	38.5%	36.4%	41.9%	74.1%	13.8%
<b>All Grades</b>	39.6%	35.2%	43.0%	61.1%	28.1%

- When looking at all students tested for the 2009-2010 school year, we see a significant decrease in the percentage of students achieving Levels 3 and 4 in ELA at each grade level.
- For the 2009-2010 school year, Special Education students in Grades 3, 4 and 5 also showed a significant decrease in students achieving Levels 3 and 4.
- Although there was an overall increase in the percentage of students achieving Level 4 on the ELA in the 2009-2010 school year, there was a drop in the number of students achieving Levels 3 and 4 in all grades overall.

Our ELA results point to a continuing need to differentiate instruction, in order to increase the number of students achieving Levels 3 and 4. We have formed Professional Learning Communities to look at student work and will follow data inquiry protocols to explore teaching/learning strategies to help students reach their benchmarks (short term goals) and increase overall performance. We need to be cohesive across all grades: horizontally and vertically. We will use the different teaching modalities provided by technology to further differentiate instruction. We see a need to continue using supplementary material to encourage and support higher order thinking. Big ideas and essential questions should guide the revision of thematic curriculum maps.

## **MATHEMATICS**

New York State Mathematics Test data:

*Data Source: New York City Department of Education, Results of the State Mathematics Test, 2006-2009*

### **ALL TESTED STUDENTS ACHIEVING LEVELS 3 and 4**

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Grade 3</b>	86.6%	93.6%	96.6%	94.7%	80.5%
<b>Grade 4</b>	91.2%	88.2%	95.2%	95.3%	86.0%
<b>Grade 5</b>	75.6%	86.3%	91.3%	97.9%	81.6%
<b>All Grades</b>	83.5%	89.5%	94.4%	95.9%	82.7%

### **ALL TESTED STUDENTS ACHIEVING LEVEL 4**

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Grade 3</b>	43.0%	40.4%	50.9%	48.0%	44.3%
<b>Grade 4</b>	41.6%	43.8%	43.5%	61.6%	43.3%
<b>Grade 5</b>	26.7%	26.6%	47.5%	47.9%	44.8%
<b>All Grades</b>	36.1%	37.6%	47.5%	53.0%	44.2%

### **SPECIAL EDUCATION STUDENTS ACHIEVING LEVELS 3 and 4**

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Grade 3</b>	58.1%	66.7%	81.3%	77.8%	48.5
<b>Grade 4</b>	63.6%	63.4%	81.5%	75.8%	58.8
<b>Grade 5</b>	40.0%	63.6%	69.8%	88.5%	24.1
<b>All Grades</b>	52.4%	64.8%	76.5%	80.0%	44.8

- When looking at all students tested in the 2009-2010 school year, we see a decrease in the percentage of students scoring a Level 3 or 4 in Grades 3, 4, and 5. Still, more than 80% of all students in the 2009-2010 school year scored a Level 3 or 4.

- The number of students receiving a Level 4 in the 2009-2010 decreased in grades 3, 4, and 5. However, the data indicates that nearly half of the population tested achieved a level 4 in mathematics.
- Special need students tested in the 2009-2010 school also showed a decrease in the number of students receiving a Level 3 or 4. Nearly half of all special need students tested achieved a Level 3 or 4 in math.

The results indicate a need to look carefully at the item analysis so that professional learning communities can identify the specific strands and standards that require greater emphasis in the curriculum.

There is a continued need to differentiate mathematics instruction so we can address individual student needs that will consequently move students to higher levels in math. We see a need to continue using supplementary material to reteach and/or reinforce the Everyday Math Program.

**Grade 5 Social Studies:** *Data Source: NYStart 2010*

**ALL TESTED STUDENTS ACHIEVING LEVELS 3 and 4**

2006-2007	78%
2007-2008	88%
2008-2009	92%
2009-2010	91%

In the 2008-2009 school year, we implemented the new textbook-based core curriculum material for Grade 4 Social Studies. Grade 5 received new Core Curriculum material in the 2009-2010 school year. Due to budget cuts and excessing, we were forced to eliminate our Social Studies cluster teacher position in the 2009-2010 school year, as well as the 2010-2011 school year. Our Library teacher now includes Social Studies skills and research in her cluster program, and classroom teachers will focus on strategies to integrate Social Studies into their literacy blocks.

**Grade 4 Science:** *Data Source: NYStart 2010*

**ALL TESTED STUDENTS ACHIEVING LEVELS 3 and 4**

2006-2007	91%
2007-2008	98%
2008-2009	94%
2009-2010	95%

The data shows that our Grade 4 students continue to do well on the NYS Science Test. Our science cluster teachers cover a majority of the curriculum, with classroom teachers using the provided Core Curriculum materials to extend the work in their classrooms. Our prep schedule programming allows

us to have four science teachers, specializing in Grade 1, Grade 2 and Kindergarten, Grades 4 and 5 and Grades 3 and 5. Students in Grades 1-5 receive two periods of science instruction from the cluster teacher each week, with other lessons provided by classroom teachers, who will integrate Science into their literacy blocks. We will continue to rely on technology, providing the most up-to-date resources, as a major part of our Science instructional program

## **2. What have been the greatest accomplishments over the last couple of years?**

- Despite budget cuts and loss of staff, we have been able to program common preps for each grade, affording them the opportunity to engage in collaborative planning and professional reflections.
- We have been able to increase the amount of Professional Development offered to our staff.
- We have a dedicated staff of teachers. They are positive about seizing opportunities to learn. As life-long learners, our teachers participate in activities that continue to support and enrich their professional lives. Some have undertaken mastery of technology to enrich their teaching strategies and styles. They seek out professional development on their own time (and many times at their own expense) to learn more.
- In the 2010-2011 school year, guided by our support from America's Choice, we will continue to utilize our Professional Learning Communities, establishing collaborative norms to accomplish our goal of increasing student achievement at all levels.
- We have mobile laptop computer carts, with printers, accessible to all teachers and students in both buildings. We maintain our computer lab with an open door policy for classes to use the lab and explore the many resources available, online and through software. Through a Reso A Grant, we are purchasing more technology.
- In addition to the "horizontal" work done by each grade level team, for the past two years, we have designated a "lead teacher" on each grade, who attends a weekly Instructional Team meeting, providing the opportunity to create "vertical" alignment of curriculum, instruction and goal-setting.
- In the 2010-2011 school year, we will once again receive a grant from the Staten Island Foundation to help us defray the costs of collaborating with America's Choice. Although the amount of the grant has decreased from previous years, we depend on this financial support to continue our literacy work, and provide professional development to teachers.
- We implement routine use of periodic assessments to increase our capacity to diagnose students' learning needs and to monitor their progress. After each periodic assessment administration (Acuity I.T.A.s and Predictives), we use the resulting item analyses to focus instruction for each student and design individualized educational plans. We also hold Parent Workshops to help parents understand the assessment reports and use Acuity's Instructional Resources at home with their children.
- Our Learning Environment survey results indicate a high degree of satisfaction from parents and teachers regarding school policies and goals. We are pleased with the level of participation in the Learning Environment survey by our school community, and seriously work on areas that need improvement.

- We have increased parent involvement through the use of [www.PS42.org](http://www.PS42.org), which provides links to resources for parents and students. Also, Month-At-A-Glance, a regular feature of our website, gives parents information about topics being covered in all subject areas during the month.

### 3. What are the most significant aids or barriers to the school's continuous improvement?

#### **AIDS TO IMPROVEMENT:**

- Our dedicated staff members are the most significant aid to our school's continuous improvement. Many faculty members come to school early and stay late after school, working with colleagues to share best practices. Teachers continue to seek out their own professional development, attending summer workshops, weekend programs, and after-school programs. Lead teachers from each grade form our Instructional Team, which meets regularly to explore strategies that will improve instruction. After school study groups and lunch "n" learns provide more opportunities for teachers to collaborate.
- The work of the Data Inquiry Team set an example for the Professional Learning Communities that were set up in the 2009-2010 school year, and continue in the 2010-2011 school year. The data inquiry model sets the groundwork for looking at student work, examining data and setting the standard for systemic change. The use of one period a week during the former Extended Time Program will enable our Professional Learning Communities (P.L.C.s) to make more traction in their endeavors.
- We make full use of the resources and tools provided by Acuity, provider of N.Y.C.'s periodic assessments and the Teachers' College Reading and Writing Program Assessments. We invite Periodic Assessment staff developers to our school to provide professional development for our teachers.
- We continue to use other resources to supplement the Everyday Math program and our balanced literacy program.
- Teachers work collaboratively during common preps to plan.
- Parent workshops are held to familiarize parents with curriculum areas.
- ***Outside sources of funding are a necessary aid to improvement.***
  - Our P.T.A. is very generous with funding to help meet the needs of our students. They help purchase materials for classrooms such as leveled books for Guided Reading. Their financial support has enabled us to engage in special science projects, including caring for and watching the hatching of chicks in our own classrooms.
  - Our collaboration with the U.F.T. Teacher Center provides funding for our own Teacher Center, which provides materials and resources for teachers, and funding for study groups.
  - A grant from the Staten Island Foundation enables us to purchase professional development support from America's Choice.

#### **BARRIERS TO IMPROVEMENT**

- Due to budget cuts, we were forced to excess staff members at the end of the 2009-2010 school year, resulting in increased class sizes in Grades 1-5. Budgetary cuts and limitations continue to be barriers to providing the types of learning environments we envision.
- In the 2010-2011 school year, there is no on-staff math coach to support teachers in curriculum and instructional methodologies. Due to budget cuts, we were not able to fund the position.
- Encouraging parent involvement is a challenge. Because of our struggling economy, many parents have been forced to return to outside the home employment, cutting down on their available “parenting” and school involvement time.
- Due to the newly changed scoring scale in which the bracket for receiving a 3 has been broadened and the bracket for receiving a 4 has been minimized, students must achieve higher scale scores to maintain and/or achieve a Level 4 in the upcoming testing year. Since the scale has been changed, our school received a “C” on our School Progress Report for the 2009-2010 school year. We have great concerns with this year’s data. We are working to improve and reflect upon how to help our students achieve their full potential.
- Budget cuts hinder the school’s ability to purchase supplementary programs and materials to enhance our ELA and math curriculum. The use of a more structured reading program would have positive effects:
  - bring cohesiveness among the grades
  - help teachers to “raise the bar”
  - helps students engage in deeper thinking by focusing on essential questions
- To truly differentiate instruction, we need professional development from experts in working with students at both ends of the achievement spectrum. All children have special needs, whether it be as struggling learners or as students with increased academic potential. We need training and materials to provide alternate strategies to help them succeed and reach their potential.
- It will be challenging to infuse the Common Core State Standards, effective in 2014, as we do our daily work in helping students meet the current standards.
- The benchmarks from the Teachers’ College assessment metrics have changed, raising the bar and causing instructional concerns for teachers.

## 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.

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After a review of our needs assessment, as well as key documents, including our School Progress Report and our Learning Environment Survey, the following five goals have been identified. They are all ultimately connected to improving student achievement at all levels: struggling learners, as well as students with high academic potential.

1. By June 2011, the number of all tested students achieving Levels 3 and 4 in ELA will increase by 3.3% (15 students) or more as indicated on the NYS ELA exam.

Description: To move students to the next level, we will continue to focus on differentiation, meeting each student's ELA learning needs. We will form Professional Learning Communities on two levels: (Horizontal) Each grade will meet during common prep planning time to look at student work, target groups of students for intervention, and collaborate on planning and implementation of the assessment cycle. (Vertical) Lead teachers from each grade will meet weekly with members of our Instructional Team to coordinate and articulate data analysis and instructional needs, as well as noting performance trends across the grades.

2. By June 2011, 100% of classroom teachers whose classrooms are equipped with Smartboards and/or document cameras will be trained in the use of Smartboard / document camera technology and will infuse the use of technology into their instruction to enhance the quality of teaching and learning.

Description: Teachers will receive professional development in the use of new technology and will demonstrate evidence of its use in their instruction. Teachers will share their experience and knowledge on the implementation of technology to provide enriched, motivating learning experiences.

3. By June 2011, 95% of school leaders and faculty members will consistently communicate high expectations to students and families concerning attendance, behavior and academic performance, and explain ways that students and families can meet those expectations.

Description: We will continue to increase avenues of communication with parents, including increasing opportunities for parental participation and feedback in instructional programs. We will work to build capacity of parents as stakeholders in their child's education. We will work to increase parental involvement in order to increase student attendance and parent satisfaction as reflected in the Learning Environment Survey.

4. By June 2011, all grades (K-5) will have revised curriculum maps focusing on thematic-based lessons, rather than units of study. Academic rigor and the new Common Core Standards will be infused when writing the curriculum.

Description: Support and engage Kindergarten-Grade 5 teachers in re-writing curriculum maps which will stimulate and challenge our students to become global thinkers. Teachers will use essential questions to promote open-ended inquiry and engage students in the exploration of theme and related multi-genre texts, addressing the new Common Core Standards. Goal: implementation in the 2011-2012 school year.

5. By June 2011, the number of all tested students achieving Levels 3 and 4 in mathematics will increase by 3.2% (15 students) or more as indicated on the NYS mathematics exam.

Description: To move students to the next level, we will continue to support individual teachers and teacher teams to effectively and consistently analyze data to identify students needing additional supports and extensions in mathematics, and to identify differentiated annual and interim goals for those students. Consequently, instruction will be differentiated, focusing on students' needs.

**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

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of all tested students achieving Levels 3 and 4 in ELA will increase by 3.3% (15 students) or more as indicated 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>1. Teams of teachers, coaches and administrators will use the data inquiry process to analyze students’ strengths and areas of need in ELA, gathering and analyzing data from Periodic Assessments, conference notes, classroom observations, discussions and teacher-made assessments. 2. Teachers will target groups of students and individual students and thoughtfully design changes in classroom practice to accelerate student learning. 3. Teachers will create an educational plan for each student, setting short- and long-term goals that will help students meet state standards and show progress in ELA. 4. Teachers will be guided on how to bring additional academic rigor to all lessons, going deeper into Bloom’s Taxonomy and higher order questioning. 5. Working in Professional Learning Communities (P.L.C.s), we will use teamwork protocols such as ORID to maximize use of time and staff to accomplish our teaching/learning goals. 6. Teachers will begin to embed the Common Core State Standards into their curriculum planning, adding rigor and coherence to their teaching/learning strategies. 7. Our affiliation with America’s Choice provides support in accomplishing our goal of establishing Professional Learning Communities to engage in inquiry work. 8. We will follow the Inquiry Cycle:</p> <div align="center" data-bbox="665 1596 1445 1911"> <p><b>THE INQUIRY CYCLE</b></p> <pre> graph TD     ASSESS[ASSESS Teachers observe students and collect evidence of how they are learning] --&gt; REFLECT[REFLECT Teams of teachers examine evidence to analyze students' strengths and weaknesses]     REFLECT --&gt; PLAN_INSTRUCTION[PLAN INSTRUCTION Teams of teachers decide what (content) to teach and how (process) to teach it through differentiated instruction]     PLAN_INSTRUCTION --&gt; TEACH_AND_LEARN[TEACH AND LEARN Teachers execute their plans and... begin the cycle again to determine if students are learning (ASSESS)]     TEACH_AND_LEARN --&gt; ASSESS         </pre> </div>

	<p>9. Teachers will use data from Acuity Predictives and I.T.A.s, Teachers' College Reading and Writing Assessments, ARIS, student/teacher conferences, writing samples, unit tests, discussions and observations to analyze their students' strengths and areas of need.</p> <p>10. Teachers, with Instructional Team members, will meet during grade level common prep planning sessions, forming coherent teams to examine student work, present alternate strategies and share best practices, while implementing an assessing/analyzing/teaching/learning cycle.</p> <p>11. A school-based option plan will be set in place to use Extended Day time to facilitate Data Inquiry Team meetings on a weekly basis.</p> <p>12. Lead teachers (one from each grade) will meet weekly with members of the Instructional Team (coaches, teachers, supervisors) to engage in vertically aligned Professional Learning Communities, noticing patterns and trends across the grades, and facilitating coherence and articulation among grades.</p> <p>13. The result of data inquiry work will be evident in differentiated instruction taking place in classrooms.</p> <p>14. We will continue to deepen our knowledge of curriculum and instruction in order to improve teacher practices and student learning.</p> <p>15. Differentiation will continue during the 50-minute Extended Day Program, utilizing the opportunity for small group instruction to focus on students' identified needs.</p> <p>16. Paraprofessionals will continue to be important members of our instructional teams, during the regular school day and during extended time, facilitating small group work.</p> <p>17. Regular P.P.T. meetings will continue to be held to identify students in crisis. Team members, including members of the School Assessment Team will collaborate on individual instructional plans.</p> <p>18. Regular communication with parents reinforces our efforts and steps towards academic rigor. Parents can view monthly grade goals in each curriculum area on our school website, <a href="http://www.PS42.org">www.PS42.org</a>. We hold workshops for parents on all content areas. Resources are provided to help children at home, including our monthly newsletter, "Reading Connections."</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ol style="list-style-type: none"> <li>1. Tax Levy Fair Student Funding pays for teachers' salaries.</li> <li>2. Tax-Levy money pays for collaboration and support from our C.F.N. support specialists and leaders.</li> <li>3. Title I, C4E and Tax-Levy money funds our coach, who provides teacher support.</li> <li>4. P.T.A. funding helps offset instructional expenses. In the past they have purchased books and materials for us, as well as support professional development efforts.</li> <li>5. Staten Island Foundation Grant pays for collaboration with America's Choice, and offsets the cost of providing sub-coverage for professional development.</li> <li>6. U.F.T. Teacher Center collaboration provides support for the purchase of materials and for holding after-school study groups</li> </ol>

	<p>to engage in data inquiry work and professional discussions.  7. We take advantage of the free professional development offered by the NYC Periodic Assessment team, inviting them to our school to give workshops on using data from Periodic Assessments to make instructional decisions.</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><i>Evidence observed on a regular basis will include:</i></p> <ol style="list-style-type: none"> <li>1. Pedagogues using data to evaluate the progress of students, including but not limited to: Acuity Predictives and I.T.A.s, Teachers' College Reading and Writing Assessments (data collected in September, November, March and June), ARIS, student/teacher conferences, writing samples, unit tests, discussions and observations (ongoing throughout the year).</li> <li>2. Professional Learning Communities – evidence of progress and accomplishment will be gathered by observing attendance at meetings, and agendas of meetings, including grade level meetings and lead teacher meetings (one from each grade).</li> <li>3. Implementation of the Inquiry Cycle: <ul style="list-style-type: none"> <li>• <u>Assess</u> – teachers observe students and collect evidence of how they are learning.</li> <li>• <u>Reflect</u> – Teams of teachers examine the evidence to analyze students' strengths and weaknesses.</li> <li>• <u>Plan instruction</u> – Teams of teachers decide what (content) to teach and how (process) to teach it through <i>differentiated instruction</i>.</li> <li>• <u>Teaching and Learning</u> – Teachers execute their plans and . . . begin the cycle again to determine if students are learning (assess).</li> </ul> </li> <li>4. Classroom observations: formal and informal observations on a regular basis will provide evidence of differentiated instruction based on analysis of student work, academic rigor and higher order questioning accompanied by students' accountable talk.</li> <li>5. Theme-based curriculum maps will evolve, showing the new Common Core State Standards, big ideas and essential questions.</li> </ol> <p>Projected Gains:</p> <ul style="list-style-type: none"> <li>- By September 2010, all teachers will enter baseline data into <i>AssessmentPro</i>, making it possible to track students' reading growth and progress throughout the year. Evidence will be seen in <i>AssessmentPro</i> reports. Subsequent data entries based on Teachers College Reading Assessments will be made in November, March and June. It is projected that students will gain 1-2 levels at each interval.</li> <li>- Acuity ELA ITAs, administered in November and March will be used as indicators of interim progress. Teachers will use the data to differentiate instruction and meet students' goals.</li> <li>- There will be evidence of growth in student achievement as teachers plan differentiated instruction based on students' individual needs, which focuses on their data inquiry teamwork.</li> </ul>

**Subject/Area (where relevant):** Technology

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of classroom teachers whose classrooms are equipped with Smartboards and/or document cameras will be trained in the use of Smartboard / document camera technology and will embed the use of technology into their instruction to enhance the quality of teaching and learning.</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>As of September 2010, twenty-nine classrooms (including our Library and Science Lab) have Smartboards. Nine classrooms (including the Library) have document cameras.</p> <ol style="list-style-type: none"> <li>1. Form teacher teams, partnering experienced technology users with “novices.” Teachers will be surveyed to assess needs.</li> <li>2. Demonstration/model lessons by experienced technology users, including a “Smart Response” workshop by a staff member trained and experienced in this system.</li> <li>3. Schedule professional development sessions provided by SmartTech, providers of the Smartboards. We will schedule the three 2-hour sessions allotted to us for the most recent purchases.</li> <li>4. Schedule professional development with our C.F.N. support specialist, providing differentiated sessions for advanced and beginning learners.</li> <li>5. Schedule professional development provided by the U.F.T. Teacher Center technology specialist.</li> <li>6. Teams of teachers will collaborate, building a repertoire of lessons/units for sharing on Smartboard technology.</li> <li>7. (See Goal #4) As new thematic unit curriculum maps evolve, teachers will include links to relevant websites and Smartboard lessons.</li> <li>8. Teachers will use ARIS <i>Connect</i> to network with other educators and share Smartboard lessons already in the <i>Connect</i> tab.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with 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>	<ol style="list-style-type: none"> <li>1. Affiliation with our C.F.N. provides support from the network technology specialist.</li> <li>2. Tax Levy NYSTL funding for hardware and software.</li> <li>3. Tax Levy Computer Maintenance funding for equipment maintenance.</li> <li>4. Form teacher teams, partnering experienced technology users on our staff with “novices.”</li> <li>5. May 2010 purchase of four new smartboards affords us free professional development from SmartTech. We will take advantage of the opportunity in the 2010-2011 school year.</li> </ol>

	6. Tax Levy Fair Student Funding and Title I funding supports teachers' salaries.
<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><i>Evidence observed on a regular basis will include:</i></p> <ol style="list-style-type: none"> <li>1. Regular classroom visits will provide evidence of teachers infusing and embedding technology into their instruction, lesson plans and curriculum maps.</li> <li>2. Students will use technology in their classrooms and the Computer Lab.</li> <li>3. Staff members and students will be comfortable using technology for assessment and data collection, including but not limited to Acuity Predictives and ITAs, Teachers' College Reading and Writing Assessments (data collected in September, November, March and June), and in the use of ARIS on a regular basis.</li> <li>4. Teachers will use data from the above sources at November and March Parent/Teacher Conferences.</li> <li>5. Observation of on-going and flexible partnerships between teams of teachers, including demonstration lessons, reflections on the lessons using technology and sharing at grade level collaborative planning sessions (each month) and inter-grade meetings of lead teachers (held on a weekly basis).</li> <li>6. Newly written thematic units will include evidence of related websites and Smartboard interactive lessons.</li> </ol> <p>Projected Gains:</p> <ul style="list-style-type: none"> <li>- A team of experts will be established at P.S. 42, called our Informational Technology Team. These on-staff pedagogues, experienced in using Smartboards, have undertaken the task of providing hands-on turnkey training to their less-experienced colleagues. They will also turn-key information on the use of the Smart Response System.</li> <li>- It is projected that as the year continues, the Informational Technology Team will receive additional advanced training and will reach out to more educators on staff.</li> <li>- There will be growth in student achievement due to the use of technology and reaching out to students' various learning modalities.</li> </ul>

**Subject/Area (where relevant):** Parent Involvement/ Communication

<p><b>Annual Goal #3</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 95% of school leaders and faculty members will consistently communicate high expectations to students and families concerning attendance, behavior and academic performance, and explain ways that students and families can meet those expectations.</p>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

1. To engage students and families in reciprocal and ongoing communication regarding student progress towards meeting school standards and expectations, including information on students' strengths, weaknesses and next learning steps.
2. An expanded School Leadership Team will examine and analyze results of 2009-2010 Learning Environment Survey to improve areas of concern in parent communication. Additional staff members will participate in the meeting and serve as liaisons to faculty.
3. Parent Coordinator will post surveys on our website, [www.PS42.org](http://www.PS42.org), to gain insight into family concerns, needs and wants.
4. Regularly updated messages on school website to inform parents of special events, school calendar and school schedules.
5. School website will include monthly reports of curriculum covered in each grade in all subject areas, "Month at a Glance."
6. P.T.A. meetings will be held at flexible times, including evening hours, to accommodate working parents.
7. Continuation of the *Parent Advisory Focus Panel*, which was started in the 2008-2009 school year. At monthly meetings, a panel of parents/guardians meets with our Parent Coordinator to address areas of concern.
8. Monthly meetings of the School Leadership Team (S.L.T.), composed of teachers, parents and administrators, address school policy and practices. All interested community members are invited to visit and observe.
9. Updating and distribution of a P.S. 42 Family Handbook, clearly stating school protocols, "nuts and bolts" of P.S. 42 expectations, activities and routines.
10. Curriculum Conferences – meetings held on each grade level, early in the school year (September) and again mid-year (February) give parents/guardians an overview of the grade's curriculum and expectations.
11. Parent/Teacher Conferences are held in November and March. Individual appointments are made to accommodate parent/guardian schedules.
12. Report Cards (distributed in November 2010, March 2011 and June 2011) and Progress Reports will communicate student progress to parents/guardians.
13. Family workshops in the use of ARIS Parent Link.
14. Parent Workshops: (including, but not limited to ) Literacy, Math, preparing for the Grade 5 Social Studies exam, preparing for the Grade 4 Science Exam, using Acuity for test data and Instructional Resources, Bloom's Taxonomy, academic rigor, higher order thinking and questioning.
15. Family Fun Nights.
16. School-wide activities to encourage parent/guardian participation: Book Launch, Read Aloud Day, Math Contests, Math Bees, Math Bowls, Ezra Jack Keats Bookmaking Tea and Reception, Science Fair, Social Studies Fair.
17. P.T.A. monthly newsletter, with messages from

	<p>supervisors, nurses, and updates on school events.  18. Use of School Messenger telephone service to facilitate communication of messages to P.S. 42 families.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with 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>	<ol style="list-style-type: none"> <li>1. P.T.A. funding for eChalk website.</li> <li>2. P.T.A. funding for School Messenger service.</li> <li>3. Tax Levy funding in Galaxy for our Parent Coordinator, who manages eChalk website, facilitates Parent Advisory Focus Council, and organizes and hosts parent activities and workshops.</li> <li>4. Parent Coordinator O.T.P.S. funding supports purchase of supplies and materials for parent activities.</li> <li>5. Title I Parent Involvement funding.</li> <li>6. Affiliation with our C.F.N. provides support from the technology specialist, who supports growth and increased use of <a href="http://www.PS42.org">www.PS42.org</a></li> <li>7. Funding from local legislators support purchasing supplies for printing of monthly P.T.A. newsletter.</li> <li>8. P.T.A. fund-raising and grants</li> </ol>
<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><i>Evidence will include:</i></p> <ol style="list-style-type: none"> <li>1. Parent/Guardian feedback from Learning Environment Survey.</li> <li>2. Parent/Guardian participation rate on 2010-2011 Learning Environment Survey.</li> <li>3. Agendas from S.L.T. meetings and Parent Advisory Focus Panel will reflect areas of concern and resolutions (monthly meetings are held).</li> <li>4. Monitor use of eChalk website, <a href="http://www.PS42.org">www.PS42.org</a> (number of "hits"). Our website coordinator can do this daily.</li> <li>5. Monitor survey results posted on <a href="http://www.pS42.org">www.pS42.org</a></li> <li>6. Parent/Guardian use of ARIS to review student data.</li> <li>7. Parent/Guardian attendance at: P.T.A. meetings (monthly), Parent/Teacher conferences (held in November and March), Curriculum Conferences (September and February), Parent Workshops and other school-wide events, such as our Book Launch, Principal for a Day, Book Fairs, Science Fairs, Social Studies Fair and Holiday Fairs.</li> <li>8. Attendance sheets for all workshops, meetings, fundraisers and activities.</li> <li>9. The use of needs assessment surveys completed by parents.</li> </ol> <p><i>Projected Gains:</i></p> <ul style="list-style-type: none"> <li>- A decision to hold every other monthly P.T.A. meeting at night will result in an increase in attendance, as well as the opportunity for working parents to become involved.</li> <li>- Our Action Plan will result in an increase of 5% in the number of parents responding to the Learning Environment Survey.</li> <li>- Increased participation in the monthly Math Contest, published in the P.T.A. newsletter.</li> <li>- Increase in the number of "Math Moms," parent volunteers</li> </ul>

	<p>who meet monthly to tabulate results and award prizes. Originally, the team consisted of two members and by 2009, it had increased to eighteen members.</p> <p>- There will be evidence of growth in student achievement due to increased parent involvement.</p>
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**Subject/Area (where relevant):** ELA

<p><b>Annual Goal #4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all grades (K-5) will have revised curriculum maps focusing on thematic-based lessons, rather than units of study. Academic rigor and the new Common Core Standards will be infused when writing the curriculum.</p> <p>Support and engage Kindergarten-Grade 5 teachers in re-writing curriculum maps which will stimulate and challenge our students to become global thinkers. Teachers will use essential questions to promote open-ended inquiry and engage students in the exploration of theme and related multi-genre texts, addressing the new Common Core Standards. Goal: implementation in the 2011-2012 school year.</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>	<ol style="list-style-type: none"> <li>1. Teachers will be guided on how to bring additional academic rigor to all lessons.</li> <li>2. Thematic work will have a social studies/science focus, facilitating integration of curriculum.</li> <li>3. Grade 3-5 Study Group, using Stephanie Harvey and Harvey Daniel’s book, “Comprehension and Collaboration,” will deepen the work on developing themes and the inquiry process for students.</li> <li>4. A vocabulary program, entitled Wordly Wise, will be implemented for the second year, making use of strategies to increase student vocabulary and rigor.</li> <li>5. There will be a strong focus on using Bloom’s Taxonomy and higher order questioning.</li> <li>6. Teachers will plan formative and summative assessments to be used throughout the units.</li> <li>7. America’s Choice Professional Development for 2010-2011 will focus on the new Common Core Standards, which will be used when developing the thematic units.</li> <li>8. Teachers have applied to <i>Per Session Vacancy Notice #1: Common Core Standards Curriculum Alignment Initiative</i> to study and apply the new Common Core Standards. They will form the team of turnkey trainers for our school.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with 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>	<ol style="list-style-type: none"> <li>1. Tax Levy Fair Student Funding pays for teachers’ salaries.</li> <li>2. Tax-Levy money pays for collaboration and support from our C.F.N. leaders.</li> <li>3. Title I, C4E and Tax-Levy money funds our Literacy Coach, who provides teacher support.</li> <li>4. Tax Levy NYSTL funding for library books will allow library teacher to purchase books related to themes suggested by teachers.</li> </ol>

	<p>5. P.T.A. funding helps offset instructional expenses. In the past they have purchased books and materials for us, as well as support professional development efforts.</p> <p>6. Staten Island Foundation Grant pays for collaboration with America's Choice, and offsets the cost of providing sub-coverage for professional development.</p> <p>7. U.F.T. Teacher Center collaboration provides support for the purchase of materials and for holding after-school study groups to engage in professional collaboration.</p> <p>8. Teachers have applied to the <i>Per Session Vacancy Notice #1: Common Core Standards Curriculum Alignment Initiative</i>. They will form the team of turnkey trainers for our school.</p> <p>9. Programming provides for a common prep for each grade, allowing them time to work in P.L.C.s and write thematic units.</p> <p>10. Using a school-based option, we will schedule time for P.L.C.s during Extended day, allowing each grade to meet on a rotating basis.</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><i>Evidence observed on a regular basis will include:</i></p> <ol style="list-style-type: none"> <li>1. Instructional Team members will attend grade level meetings to facilitate and observe progress on development of thematic units.</li> <li>2. P.L.C. agendas and attendance sheets will provide evidence of participation and progress.</li> <li>3. Weekly meetings with lead teachers from each grade will provide evidence of progress and the opportunity to have inter-grade articulation.</li> <li>4. Teacher teams will set goals for completion of thematic units, designating a time frame and pacing guide for each unit.</li> </ol> <p><i>Projected Gains:</i></p> <ul style="list-style-type: none"> <li>- New curriculum maps will evolve, with attention to the evolving state standards.</li> <li>- Teachers will continue to implement Bloom's Taxonomy and higher order questioning into their learning environments, resulting in increased academic rigor and increased student achievement.</li> </ul>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal #5</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the number of all tested students achieving Levels 3 and 4 in mathematics will increase by 3.2% (15 students) or more as indicated on the NYS mathematics exam.</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</i></p>	<ol style="list-style-type: none"> <li>1. Teams of teachers, coaches and administrators will use the data inquiry process to analyze students' strengths and areas of need in mathematics, gathering and analyzing data from Periodic Assessments, Everyday Math Unit Tests, classroom observations, discussions and teacher-made assessments.</li> <li>2. Teachers will target groups of students and individual</li> </ol>

<p><i>timelines.</i></p>	<p>students and thoughtfully design changes in classroom practice to accelerate student learning.</p> <p>3. Teachers will create differentiated educational plans for each student, setting short- and long-term goals that will help students meet state standards and show progress in mathematics. S.E.T.S.S., A.I.S. and E.L.L. teachers will collaborate with classroom teachers to develop the educational plans based on their data and students' needs.</p> <p>4. Teachers will be guided on how to bring additional academic rigor to all lessons, going deeper into Bloom's Taxonomy and higher order questioning.</p> <p>5. Teachers will begin to embed the Common Core State Standards into their curriculum planning, adding rigor and coherence to their teaching/learning strategies.</p> <p>6. Teachers will collaborate during common prep planning time, examining student work, data analysis and sharing best practices to meet targeted students' needs.</p> <p>7. Teachers will model differentiation as each contributes his/her teaching strengths to the team process of developing individualized instructional plans for students.</p> <p>8. Differentiation will continue during the 50-minute Extended Day Program, utilizing the opportunity for small group instruction to focus on students' identified needs.</p> <p>9. We will continue to communicate with parents and engage them as part of the team helping students reach their academic potential.</p> <p>10. We will engage students in mathematics through our monthly Math Challenge, published in the P.T.A. newsletter. Students are recognized and rewarded with "Math Super Star" buttons. We will also hold our annual Math Bowls and Math Bees to build student motivation in mathematics.</p> <p>11. Paraprofessionals will continue to be important members of our instructional teams, during the regular school day and during extended time, facilitating small group work.</p> <p>12. Regular P.P.T. meetings will continue to be held to identify students in crisis. Team members, including members of the School Assessment Team will collaborate on individual instructional plans.</p> <p>13. Cluster teacher content area specialists will contribute to the development of differentiated goals for students in mathematics.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>1. Federal and State E.G.C.R. supports smaller class size in Grades K-3.</p> <p>2. Tax Levy Fair Student Funding and Title I funding for teachers' salaries.</p> <p>3. Title I Targeted Assistance money funds a full time A.I.S. provider.</p> <p>4. Title I Targeted Assistance money funds .2 of each cluster's teacher salary. Therefore, .2 of their programs will be used to provide differentiated A.I.S. instruction to targeted students on all grade levels.</p> <p>5. NYSTL funding supports purchase of Core Curriculum</p>

	<p>Everyday Math materials and some supplementary math materials.</p> <p>6. Tax-Levy money pays for collaboration and support from our C.F.N. network support specialists.</p> <p>7. U.F.T. Teacher Center collaboration provides support for purchase of materials and for holding after-school study groups.</p> <p>8. P.T.A. funding supports purchase of materials.</p> <p>9. We take advantage of the free professional development offered by the NYC Periodic Assessment team, inviting them to our school to give workshops on using data from Periodic Assessments to make instructional decisions.</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><i>Evidence observed on a regular basis will include:</i></p> <ol style="list-style-type: none"> <li>1. Data analysis of periodic assessments: ITA #1 in November, Predictives in January, and ITA #2 in March will provide evidence of student progress and give insight into student needs.</li> <li>2. Professional Learning Communities – evidence of progress and accomplishment will be gathered by observing attendance at meetings, and agendas of meetings, including grade level meetings and lead teacher meetings (one from each grade).</li> </ol> <p>3. Implementation of the Inquiry Cycle:</p> <ul style="list-style-type: none"> <li>• <u>Assess</u> – teachers observe students and collect evidence of how they are learning.</li> <li>• <u>Reflect</u> – Teams of teachers examine the evidence to analyze students’ strengths and weaknesses.</li> <li>• <u>Plan instruction</u> – Teams of teachers decide what (content) to teach and how (process) to teach it through <i>differentiated instruction</i>.</li> <li>• <u>Teaching and Learning</u> – Teachers execute their plans and . . . begin the cycle again to determine if students are learning (assess).</li> </ul> <ol style="list-style-type: none"> <li>3. Daily evidence of flexible small group instruction in classrooms, with data to support student inclusion in a group (needs-based), seen in walk-throughs, formal and informal observations, teacher planning.</li> <li>4. During weekly common prep time, observation of groups of teachers, working in collaboration, planning and examining student work, including A.I.S., S.E.T.S.S. and E.L.L. teachers.</li> <li>5. Agendas and minutes of collaborative team meetings and grade meetings will reflect the accomplishments/products of common planning time.</li> <li>6. Attendance and team participation at regularly scheduled P.P.T. meetings, as well as input from specialists on School Assessment Team.</li> <li>7. Lesson plans that reflect differentiated instruction.</li> </ol> <p>Projected Gains:</p> <ul style="list-style-type: none"> <li>- Acuity Math ITAs, administered in November and March will be used as indicators of interim progress. Teachers will use the data to differentiate instruction and meet students’ goals.</li> <li>- Growth will be measured by comparing Everyday Math Pre-</li> </ul>

	<p>Assessment Unit Tests with End-of-Unit Tests. 60% of students will show growth at the end of each Everyday Math Unit. As students complete Everyday Math End-of-Unit Self-Reflection sheets, teachers will use the data to plan instruction and help students set goals.</p> <ul style="list-style-type: none"><li>- We will see student progress, reflected in scores on Periodic Assessments, Unit Tests and reaching individual short-term benchmark goals.</li></ul>
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## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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	2	2	N/A	N/A			0	
1	42	19	N/A	N/A			1	
2	48	34	N/A	N/A			0	
3	58	56	N/A	N/A			3	
4	52	36	0	0			0	
5	70	34	7	0			5	
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. 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>	<p>Academic Intervention Services are provided to at-risk students in several different ways:</p> <ul style="list-style-type: none"> <li>- Our A.I.S. teachers work with students one-on-one or in small groups on various topics such as phonics instruction, fluency, decoding, reading strategies, accountable talk and critical thinking skills, as well as writing. This is done during the school day and during the extended time session, using a push-in or pull-out model depending on the needs of the student.</li> <li>- In each classroom, differentiated instruction addresses the needs/goals of individual students during guided reading group work, or during individual reading/writing conferences.</li> <li>- Identified students attend our after-school Extended Day program, which provides small group instruction, customized to meet students' unique needs.</li> <li>- Teachers (Special Education and S.E.T.S.S.) trained in the Wilson program are afforded to opportunity to work with students during the school day and during the Extended Day program.</li> <li>- Educational paraprofessionals work in collaboration with classroom teachers, during the regular school day and during the Extended Day program.</li> <li>- A plan is in place to re-establish our Reading Volunteer Program to enlist the aid of qualified, trained adults to work with our students.</li> </ul>
<b>Mathematics:</b>	<p>The goal for A.I.S. instruction in Math for Grades K-5 is to provide at-risk students with academic rigor, while teaching math concepts and skills through literature, using math manipulatives and other hand-on activities. This is done during the school day and during the extended time session using a push-in or pull-out model, depending on the needs of the students.</p> <ul style="list-style-type: none"> <li>- In each classroom, differentiated instruction addresses the needs/goals of individual students. The Everyday Math Differentiation Handbook is used as a resource.</li> <li>- Small group instruction (push-in and pull-out model) is provided during the school day by the A.I.S. teachers.</li> <li>- Identified students attend our after-school Extended Day program, which provides small group instruction, customized to meet students' unique needs.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>- Science instruction is differentiated, based on on-going assessment.</li> <li>- During the school week, our Science cluster teachers work with small groups of students to reinforce classroom work and prepare for assessments.</li> <li>- Based on an item analysis of the Spring 2010 NYS Grade 4 Science</li> </ul>

	<p>test, we look for the areas of weakness and use that information to focus instruction for our students.</p> <ul style="list-style-type: none"> <li>- Reading selections from the Science content area are included in the material used by our A.I.S. providers.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>- Social Studies instruction is differentiated based on on-going classroom assessment.</li> <li>- Reading selections from the Social Studies content area are included in the material used by our A.I.S. providers.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	N/A
<b>At-risk Services Provided by the School Psychologist:</b>	On-going crisis intervention is provided on an as-needed basis. Our School Psychologist identifies emotional, social and neurological factors that affect students' performance and suggests additional support services.
<b>At-risk Services Provided by the Social Worker:</b>	On-going at-risk counseling is provided to focus on acute problems, investigations of various situations involving possible abuse, resolution of student/student and student/teacher conflicts, students' reactions to losses at home (death, divorce), adjustment problems, etc.
<b>At-risk Health-related Services:</b>	N/A

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

*NCLB/SED requirement for all schools*

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

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

**Title III is not applicable at P.S. 42**

**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)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_  
\_\_\_\_\_

**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.

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**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.

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</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**

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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.

Our Pupil Accounting Secretary, ESL teacher, and other staff members assist at registration (the initial contact with new ELL students) to evaluate their needs and arrange for translation services in a timely fashion. Parent interviews are conducted by a pedagogue. Parents of ELLs are surveyed at the beginning of the school year to ascertain which language they would prefer to receive school communication in. In addition, our literacy coach, administration, and parent coordinator provide parent workshops for all parents. Accommodations for the parents of ELLs are always provided and implemented.

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.

Once the survey has been completed, the findings are evaluated and reported to administration and the school leadership team. All necessary data and findings are shared with the faculty and teaching staff through memos and meetings with involved educators. When available, classroom teachers are informed of the faculty members (including paraprofessionals) who can provide necessary translations, i.e. for trip consent forms and other letters that must be sent to parents.

Our current findings indicate that we have translation needs primarily in Spanish and Russian.

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

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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.

Based on a needs assessment survey conducted in September 2010, translation services will be outsourced if the regional translation unit cannot be supportive. We have several staff members, including paraprofessionals, who can provide translations when needed. For example, a written translation for a trip consent form may be created by one of our on-staff bilingual paraprofessionals. As another example, DOE translations are provided in needed languages for certain form letters. Parent information from the Department of Education is available in many languages. In addition, our school website, which includes all school memos, calendars and notices of special events, has the capability of being translated into many different languages, just with one click on the screen. Additional bilingual and foreign language books will be purchased. Report Cards are sent to parents in English and in the necessary language, where provided by the Department of Education.

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.

In collaboration with the DOE translation unit and parent coordinator supports, an interpreter will be provided. Services will be provided by school staff, parent volunteers and outside contractors, should the need arise.

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>.

As per Chancellor's Reg. A-663, parents/guardians limited in English, will be provided with a meaningful opportunity to participate in and have access to all school programs and services conducted at school. Our Parent Coordinator downloads all parent notifications available in the various translations from the website. If a specific translation is not available, she contacts the Translation Unit and requests it. Our P.S. 42 website is available in many languages. In addition, our ESL teacher networks with other schools, requesting translation support as needed. The Parents' Bill of Rights information is printed out and sent home to parents. Interpretation notice signs are prominently displayed in the entrance lobbies of our Main Building and our Annex.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$268,192.		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,682.		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,410.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$26,819	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 87.23

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.

Although the data shows that 87.23% of our teachers are Highly Qualified, comprehensive research by our CFN Human Resources Director indicates that all licensing issues will be resolved expeditiously, and we will have 100% Highly Qualified teachers on staff.

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

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.



## Public School 42

*“The Eltingville School”*

Website: [www.PS42.org](http://www.PS42.org)

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Annex: 25 Augusta Avenue • Staten Island, New York 10312 • (718) 984-3800

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Principal  
BRIAN P. SHARKEY

Assistant Principals  
DEBORAH S. APPELLO  
ROSE M. GARCIA

### **Title I Parent Involvement Policy and Parent-School Compact for P.S. 042R 2010-2011**

#### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S. 042R, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 042R’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S. 042R will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
7. Maintain our school website, [www.PS42.org](http://www.PS42.org), which provides links to resources and websites for students and parents. Also, Month-At-A-Glance gives parents information about topics being covered in math in each grade.

P.S. 042R's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 042R Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 042R will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent

Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**P.S. 042R will further encourage school-level parental involvement by:**

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

- maintaining our school website, [www.PS42.org](http://www.PS42.org), which provides links to resources and websites for students and parents. Also, Month-At-A-Glance gives parents information about topics being covered in math in each grade.
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- distributing a monthly newsletter, “Reading Connections,” which provides tips for supporting and encouraging students at home (differentiated for Grades K-2 and Grades 3-5);
- involving parents/guardians in school events such as “Read Aloud Day” and our annual Book Launch.

## **Section II: School-Parent Compact**

P.S. 042R, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 042R staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

**Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:**

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year

**Provide parents reasonable access to staff by:**

- Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week, Read Aloud Day, Social Studies and Science Fairs);

**Provide general support to parents by:**

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

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- assist my child in obtaining a library card
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- model positive values and character traits, such as respect, hard work and responsibility;
- respect the cultural differences of others;
- support the school discipline policy;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
  - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
  - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn and show my best behavior
- believe that I can and I will learn
- ask questions if I do not understand school or homework assignments
- come to school each day prepared to work and with all required supplies

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Mr. Brian Sharkey on November 1, 2010.

This Parent Involvement Policy was updated on November 22, 2010.

The final version of this document will be distributed to the school community in December 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## **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.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - 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.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - 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.
    - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.

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.
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.
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.

## **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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) 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 (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II,	Federal						

**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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 A						
Title III, Part A	Federal					
Title IV	Federal					
IDEA	Federal					
Tax Levy	Local					

**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.

Academic Intervention Services (A.I.S.) will be provided for all Kindergarten through Grade 5 students that are not meeting, or are at risk for not meeting the State Standards. A.I.S. will be provided using either a push-in or pull-out model throughout the school day, and continuing into the after school Extended Day Program. Programs used include: Buckle Down for ELA, Soar to Success,

Math A.I.S. will be provided for all Kindergarten through Grade 5 students that are not meeting, or are at-risk for not meeting the State Standards. A.I.S. will be provided using either a push-in or pull-out model throughout the school day, and continuing into the after school Extended Day Program. Programs used include: Jumpstart, NYS Math Coach, Buckle Down Math, differentiated Math components for intervention.

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

Title I A.I.S. providers communicate and plan collaboratively with classroom teachers during common grade planning time, and during Professional Learning Community meeting times during Extended Day. A.I.S. providers also meet with the Literacy Coach and participate in professional development with the grades they are assigned to serve. Title I A.I.S. teachers meet monthly, as part of the P.P.T. , to update student progress, examine student data and make recommendations for effective programming.

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;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

During P.P.T. meetings, our Title I staff members, along with administration and members of the School Assessment Team, use student data from standardized tests, items skills analysis, teacher observation, and benchmark assessments to formulate groups of students in Kindergarten through Grade 5 to receive services. A.I.S. providers have been scheduled to support students in their classroom during key subject areas. Also, time is slotted for pull-out sessions where students’ individual needs are addressed. All materials used are based on scientifically based research and have proven effective in the program. Teachers present instruction within the workshop model and through small group instruction at all times. All services are delivered within the school day and during the Extended Day Program.

All Title I A.I.S. students are afforded all programs and curriculum that the school possesses including their own academic intervention service. This includes all opportunities for enrichment clusters and any project-based learning.

4. Coordinate with and support the regular educational program;

Title I teachers parallel instruction to the objectives being presented in the classroom through alternate modalities and resources. Teachers differentiate instruction to meet the needs of the students as outlined by Teachers' College running records and standardized assessments in ELA and Math.

5. Provide instruction by highly qualified teachers;

P.S. 42 has a staff of 100% Highly Qualified teachers.

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

Opportunities for professional development for Title I teachers are provided by the school Literacy Coach, collaboration with the U.F.T. Teacher Center, instructional support specialists from our CFN and through our liaison with America's Choice. Dissemination of information to constituencies is done through the P.T.A., our Parent Coordinator, the P.T.A. newsletter, Faculty Conferences, Parent/Teacher Conferences and Curriculum Conferences, which are held in September and February. Open School Week provides opportunities for parents to see the program first hand. A.I.S. Progress Reports are given to parents to keep them current on their children's progress. Title I teachers are available to meet with parents.

7. Provide strategies to increase parental involvement; and

Title I Progress Reports allow parents to see benchmark progress of their children within the Title I Program. These reports are in addition to the mandated Report Cards. Our Parent Coordinator and Literacy Coach host Parent Workshops to educate and inform parents of academic and social topics. Technology workshops are held for parents to familiarize them with online resources available to students and parents. A monthly newsletter, "Reading Connection" is distributed to all parents (differentiated into K-2 and Grades 3-5 levels), advising them of reading tips they can do at home. We have increased parent involvement through the use of our website, [www.PS42.org](http://www.PS42.org), which provides links to resources for parents and students. Also, Month-At-A-Glance, a regular feature of our website, gives parents information about topics being covered in all subject areas during the month.

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

Title I funding constitutes to source for the majority of our A.I.S. Program, as outlined on page 37 of this document.

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

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** N/A

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.)

Three students in Temporary Housing are currently attending our school.

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

We will use Title I set-aside funds to pay for the designated students' school supplies, field trip expenses, eyeglasses (if needed) and other emergency supplies as needed.

### **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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 042 Eltingville					
<b>District:</b>	31	<b>DBN:</b>	31R042	<b>School</b>		353100010042

**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	59	62	72		94.2	94.8	94.6
Kindergarten	153	154	130				
Grade 1	159	159	148	<b>Student Stability - % of Enrollment:</b>			
Grade 2	149	159	158	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	151	149	167		96.2	96.5	97.6
Grade 4	170	152	151				
Grade 5	144	173	155	<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		20.2	34.2	36.3
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		8	14	5
Grade 12	0	0	0				
Ungraded	0	2	1	<b>Recent Immigrants - Total Number:</b>			
Total	985	1010	982	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	2

<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	43	47	57	Principal Suspensions	6	19	10
# in Collaborative Team Teaching (CTT) Classes	33	50	64	Superintendent Suspensions	0	2	3
Number all others	82	87	89				

*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	70	70	71
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	23	24	9
# receiving ESL services only	19	15	TBD				
# ELLs with IEPs	0	11	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	8	5	22

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	98.6	100.0	100.0
				% more than 2 years teaching in this school	72.9	80.0	94.4
				% more than 5 years teaching anywhere	68.6	68.6	84.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	94.0	98.6
American Indian or Alaska Native	0.2	0.1	0.1	% core classes taught by "highly qualified" teachers	90.4	88.4	100.0
Black or African American	0.7	0.8	0.9				
Hispanic or Latino	8.2	7.8	8.8				
Asian or Native Hawaiian/Other Pacific	4.4	4.3	3.7				
White	86.5	86.5	86.2				
<b>Male</b>	51.7	51.1	50.6				
<b>Female</b>	48.3	48.9	49.4				

#### 2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						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	-	-	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	v	v				
Multiracial						
Students with Disabilities	v	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>	C	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	30.5	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	9.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	11.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	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)

**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>604</b>	District <b>31</b>	School Number <b>042</b>	School Name <b>P.S. 42 Eltingville</b>
Principal <b>Mr. Brian P. Sharkey</b>		Assistant Principal <b>Ms. D. Appello, Mrs. R. Garcia</b>	
Coach <b>Mrs. A. Arias</b>		Coach	
Teacher/Subject Area <b>Mrs. E. Glanz, ESL Teacher</b>		Guidance Counselor <b>Ms. J. Yuzuk</b>	
Teacher/Subject Area <b>Mrs. S. Zappone, Gr. 1 Sp.Ed.</b>		Parent <b>Mrs. D. DeFelice</b>	
Teacher/Subject Area <b>Mrs. R. Jarvis, Gr. 1 Gen.Ed.</b>		Parent Coordinator <b>Mrs. D. Sarno</b>	
Related Service Provider <b>Ms. M. Soto, A.I.S.</b>		Other <b>Mrs. G. Block, Testing</b>	
Network Leader <b>Mr. G. Jaenicke</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>980</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>2.14%</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.

Paste response to questions 1-6 here

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). Native Spanish language speakers who do not score "proficient" on the LAB-R are given the Spanish LAB as well.

The process to identify those students who may possibly be ELLs begins at registration. Our team of pedagogues includes Mrs. E. Glanz (ESL teacher), Mrs. A. Arias (Literacy Coach), and bilingual paras with the ability to translate in Spanish and Russian. A member of the team is always present at registration. The Home Language Identification Survey (HLIS) is administered in appropriate language. An informal interview is conducted by a pedagogue, with a translator who is proficient in the native language present, when necessary.

After screening the HLIS, eligibility is determined and the LAB-R is administered within ten days of admission. The LAB-R is hand-scored to expedite the implementation of ELL services.

Then, the NYSESLAT is administered in May to determine proficiency and placement for upcoming school year.

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.

A general parent orientation session takes place at the beginning of the school year. Additionally, orientation is held within ten days of a new admit's registration at P.S. 42. Initially, a letter explaining the three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL) is sent home. Then, parents are invited to an orientation session, where Mrs. E. Glanz, the ESL teacher, presents information about the three program choices named above, further explained using a DVD. The DVD can be provided in any needed language. A Question and Answer period to address concerns is held after the presentation.

To be sure that we cover all concerns, a Parent Survey is filled out in appropriate languages. Subsequently, as part of our outreach plan, we address the parents' concerns. All placement takes place within the first ten days of entry into New York City schools.

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]).

Entitlement letters are sent home in appropriate languages. In regard to Parent Surveys, follow-up telephone calls are made when Parent Surveys are not returned in a timely fashion, and after several attempts have been made to "backpack" home additional Parent Surveys. When needed, telephone interviews are conducted. The original Parent Survey and Selection Form is stored in each child's cumulative record folder. In addition, the ESL teacher has a binder dedicated to holding copies of the forms.

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.

Students are placed in ESL program based on their LAB-R scores. P.S. 42 has an ESL program only.

Parents are contacted, and the individualized program designed for their child is explained. Translators are used when necessary. We explain alternate placements available (for example: dual language program at another school in NYC) and will honor parents' choices as they desire.

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.)

More than 95% of the parents requested ESL. At this point, no parents have expressed an interest in a TBE program for their children. However, a TBE (Transitional Bilingual Education) program will be considered if/when there are a significant number of students in the same native language group.

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.

Program models are aligned with parent requests. The majority of our parents' requests are for the freestanding ESL program. Parent response does not indicate sufficient interest, nor quantity, to warrant any of the other programs. For example, the response does not indicate sufficient numbers to build a bi-lingual Spanish class at any grade level. Therefore when we build our freestanding ESL program, we take into consideration the fact that we have children speaking many different languages, who are dispersed at many different grade levels and proficiency levels. When we build our program, it is differentiated according to each student's needs.

## 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	Tot #
<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	0	0	0	0	0								0
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	21	<b>Newcomers (ELLs receiving service 0-3 years)</b>	16	<b>Special Education</b>	10
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	5	<b>Long-Term (completed 6 years)</b>	0

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

ELLs by Subgroups		
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	Total
TBE										0
Dual Language										0
ESL	16	0	6	5	0	4	0	0	0	21
Total	16	0	6	5	0	4	0	0	0	21

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
Spanish	0													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	
	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>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	0	3	1	1	1	1								7
Chinese	1	0	0	0	0	0								1
Russian	0	2	1	0	0	1								4
Bengali														0
Urdu														0
Arabic	0	1	0	0	1	1								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	0	0	0	0	1								1
Albanian	0	0	0	0	0	1								1
Other	1	1	0	2	0	0								4
<b>TOTAL</b>	2	7	2	3	2	5	0	0	0	0	0	0	0	21

# 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.

Paste response to questions 1-4 here

1. How is instruction delivered?

a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.

At P.S. 42, we use a pull-out model. Each working period is 50 minutes long. Advanced students receive the mandated 180 minutes. Beginners/Intermediates receive the mandated 360 minutes. In 2010-2011, due to diverse needs, different grade levels and proficiency levels, the push-in model is not feasible.

Sample Schedule:

P.S. 42	Teacher: Mrs. Jarvis Class 1-108A	Grade 1: Beginning/Intermediate Term: Sept. 2010-June 2011
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MONDAY

- Period 1 - Literacy Block (ESL)
- Period 2 - Gym
- Period 3 - Literacy Block
- Period 4 - Math
- Period 5 - Lunch
- Period 6 - Literacy Centers/Outdoor Play
- Period 7 - Writing

TUESDAY

- Period 1 - Literacy Block (ESL)
- Period 2 - Literacy Block (ESL)
- Period 3 - Science
- Period 4 - Math
- Period 5 - Lunch
- Period 6 - Writing
- Period 7 - Social Studies
- Extended Day

WEDNESDAY

- Period 1 - Literacy Block (ESL)
- Period 2 - Literacy Block

Period 3 - Music  
Period 4 - Math  
Period 5 - Lunch  
Period 6 - Writing  
Period 7 - Art  
Extended Day

#### THURSDAY

Period 1 - Literacy Block (ESL)  
Period 2 - Literacy Block (ESL)  
Period 3 - Social Studies (ESL)  
Period 4 - Math  
Period 5 - Lunch  
Period 6 - Science  
Period 7 - Poetry  
Extended Day

#### FRIDAY

Period 1 - Art  
Period 2 - Literacy Block  
Period 3 - Literacy Block (ESL)  
Period 4 - Math  
Period 5 - Lunch  
Period 6 - Writing  
Period 7 - Science

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]?)

We employ various program models. In the ungraded model, some classes consist of children in different grades. For example: 1st and 2nd graders meet together and 3rd, 4th and 5th graders meet together. In the heterogeneous model, some classes consist of mixed proficiency levels. For example: the 1st and 2nd graders' group consists of Beginner, Intermediate and Advanced students.

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)?

Our ESL teacher does the planning to meet the mandated number of instructional minutes as per CR Part 154. At P.S. 42, we use a pull-out model. Each working period is 50 minutes long. Advanced students receive the mandated 180 minutes. Beginners/Intermediates receive the mandated 360 minutes. In 2010-2011, due to diverse needs, different grade levels and proficiency levels, the push-in model is not feasible.

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.

The implications for content area instruction are as follows:

#### Science

- a constructivist approach to teaching science
- integrating reading of non-fiction science genre into balanced literacy program
- focus on small cooperative learning groups
- use of technology

#### Social Studies

- integrating technology into Social Studies program to provide students with

more research opportunities

- students will become familiar with primary source documents
- project based lessons will be provided
- use of technology

#### ELA

- thematic units will be developed integrating the content areas and focusing on essential questions and higher order questioning
- balanced literacy, including read alouds, shared reading, reading workshop and writing workshop
- scaffolding to break down information into usable chunks, pre-teaching vocabulary, graphic organizers
- use of technology

#### Math

- small group activities mixing less proficient children with native English speakers
- introduce specialized vocabulary
- provide visual cues
- clarify directions
- use of manipulatives
- use of technology

#### Academic Language Development:

Academic language development is planned for in the following ways:

- assessing the needs of the students
- meeting with grade leaders and instructional teams
- evaluating the materials
- proceeding with a course of study
- planning thematic units
- Q-TEL strategies

#### Instructional Materials:

The following instructional materials are being used in our ESL Program:

- Scholastic Phonics
- Time for Kids-Exploring Non-Fiction
- Write-Time for Kids
- Science Literacy Center-Scholastic
- Scholastic Phonics Chapter Books
- Leveled Libraries
- Author Studies
- Chapter Books
- Big Books
- Thematic Units
- Laptops
- Software - Language Arts (Phonics, Writing), Math
- Wilson Language Basics
- Lessons in Literacy (Great Source)
- Bilingual Dictionaries
- Picture Dictionaries

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

Although we have no students at this time who qualify as SIFE, we do have a plan in place for these students. Initially, all students will be

assessed with the LAB-R, if not already done so. Both the classroom teacher and the ESL teacher will conduct additional assessments to determine the level of English proficiency. Depending on the level of proficiency, a program will be developed using the four modalities of listening, speaking, reading and writing.

Sound production and phonetics will be emphasized. Balanced literacy will be employed at all levels, introducing vocabulary and grammatical structure through stories and visuals.

b. Describe your plan for ELLs in U.S. 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.

Newcomers are initially assessed with the LAB-R. Speaking, Listening, Reading and Writing are introduced simultaneously. Sound production and phonetics are stressed. Content area vocabulary is introduced through literature and visuals. The Balanced Literacy approach is employed at all stages of language development.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Students who receive services for four to six years are provided with the following:

- inclusion in academic after-school program (50-minute Extended Day Program).
- push-in/pull-out intervention day programs which may include Wilson.
- Classroom teacher articulates with ESL teacher regarding student progress and challenges. ESL teacher makes recommendations.
- AIS services provided when deemed necessary (Title I).

d. Describe your plan for Long-Term ELLs (completed 6 years).

Students who are Long Term ELLs are provided with the following services:

- inclusion in academic after-school program (50-minute Extended Day Program).
- push-in/pull-out intervention day programs which may include Wilson.
- Classroom teacher articulates with ESL teacher regarding student progress and challenges. ESL teacher makes recommendations.
- AIS services provided when deemed necessary (Title I).
- Referrals may be made to the School Assessment Team to screen children for learning disabilities which may prevent them from passing the NYSESLAT.

e. Describe your plan for ELLs identified as having special needs.

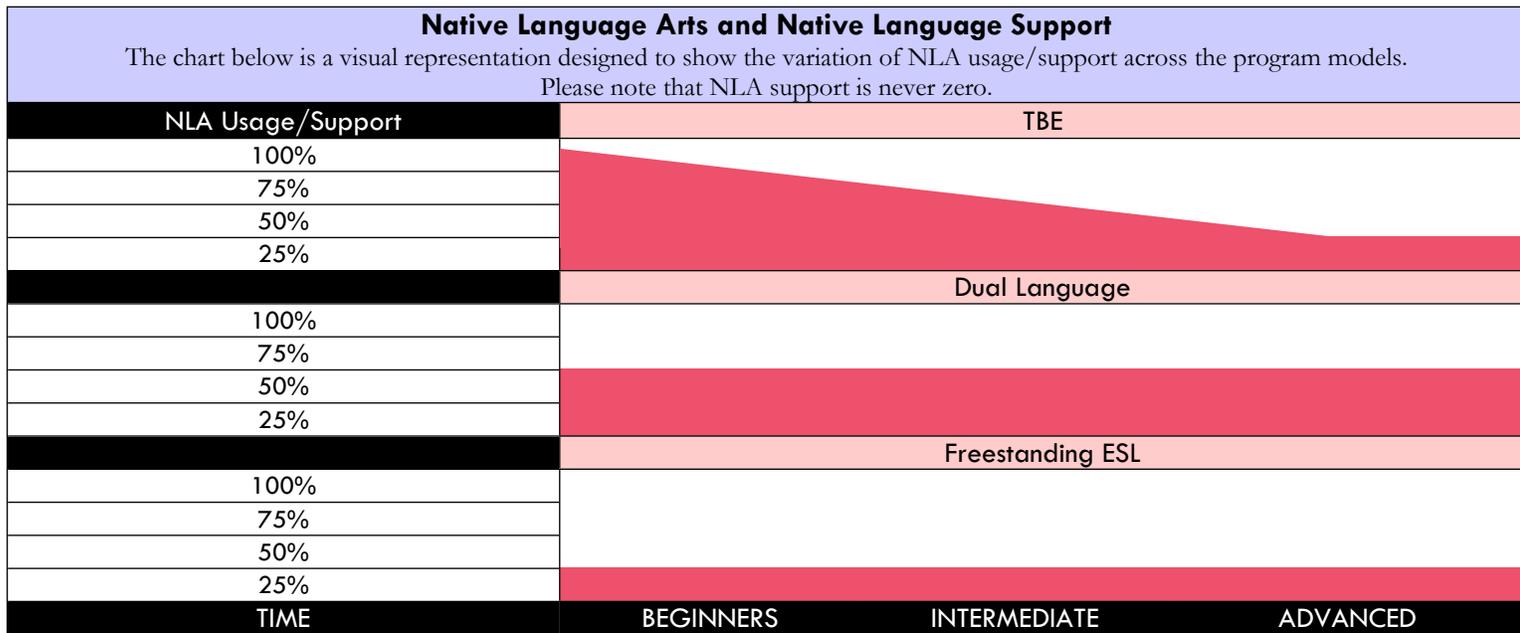
Our current Special Education population receiving ESL services consists of ten children: five in our C.T.T. classes, four in self-contained classes and one child in General Education who has an I.E.P. for Speech and Language and SETSS. The issue of alternative placement in special education will be addressed by:

- placing the child in the least restrictive environment where appropriate (CTT or mainstream)
- push-in services
- SETSS
- A.I.S. ( Academic Intervention Services)
- providing a bilingual paraprofessional where necessary
- Instruction aligns with the students' I.E.P. goals and ESL strategies are implemented based on the students' needs
- Collaboration between classroom teachers and ESL teacher

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<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



**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?

Paste response to questions 5-14 here

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.

The targeted intervention programs for ELLs in ELA, math and other content areas include:

- SETSS
- A.I.S. ( Academic Intervention Services - Title I)
- Extended Day 50-minute after school tutorial program

Our largest ELL subgroup is ELLs with I.E.P.s. These children participate in intervention programs, as indicated in their I.E.P.s.

All services are in English. The range of services and the content areas are targeted as indicated by student needs' assessments.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Our plan for continuing transitional support (2 years) includes offering test accommodations to former ELLs for up to two years after testing proficient level on the NYSESLAT. These test accommodations are: extended time, separate location, small group, use of glossaries, translated versions of tests if available or use of translators if deemed appropriate and available. In addition, support will continue to be given to students who have passed the NYSESLAT, when necessary. Articulation between the regular classroom teacher and the ESL teacher will take place as the need arises. Interventions will be implemented when necessary.

7. What new programs or interventions will be considered for the upcoming school year?

We anticipate increased use of technology in the classrooms as more classrooms acquire Smartboards, document cameras and access to laptop computer carts. Teachers College Reading and Writing Program assessments, which are being used for the 2010-2011 school year in all grades will give teachers more insight into students' reading and writing needs.

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

Administrators and teachers in Grades K-2 evaluated student progress using Foundations. A decision was made to seek a more effective instructional program, and the Open Court Phonics Program was selected. Accordingly, ELL instruction in Grades K-2 will follow that protocol.

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

All services and supplemental services during and after school are offered to all children. Translators (i.e. bilingual paraprofessionals) are provided as indicated on I.E.P.s. and letters to parents from the Department of Education are provided in the native language to keep all parents informed and included.

ELLs are encouraged to participate in our After School Program, which includes: sports, ELA and Math test prep, cooking, arts and crafts, chess, knitting. ELLs are offered enrollment in our after-school S.T.A.R. program (Students, Teachers and Recreation).

As part of our everyday school day curricular activities, ELLs are encouraged to join in all student activities, such as G.O. elections, volunteering to be school monitors, Student Roundtable, fundraising drives, Penny Harvest activities, special assemblies, Principal for a Day. Our school does not support any Saturday programs at this time for any students.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups when necessary)?

The following instructional materials are being used in our ESL Program:

**Beginner Level:**

- Scholastic Phonics
- Science Literacy Center-Scholastic
- Leveled Library
- Author Studies
- Big Books
- Thematic Units
- Laptops
- Software - Language Arts (Phonics, Writing), Math, Science, Social Studies
- Websites: EverythingESL, Starfall
- Foundations Language Basics
- Lessons in Literacy (Great Source)
- Bilingual Dictionaries
- Picture Dictionaries
- Scholastic - Word Forward - Building Powerful Vocabulary and Reading Comprehension with Read Alouds

**Intermediate Level:**

- Time for Kids-Exploring Non-Fiction
- Write-Time for Kids
- Science Literacy Center-Scholastic
- Scholastic Phonics Chapter Books
- Leveled Library
- Author Studies
- Chapter Books
- Big Books
- Thematic Units
- Laptops
- Software - Language Arts (Phonics, Writing), Math, Science, Social Studies
- Websites: EverythingESL, Starfall
- Wilson Language Basics
- Lessons in Literacy (Great Source)
- Bilingual Dictionaries
- Picture Dictionaries
- Scholastic - Word Forward - Building Powerful Vocabulary and Reading Comprehension with Read Alouds
- Great Source - Reading Writing Sourcebook

**Advanced Level:**

- Time for Kids-Exploring Non-Fiction
- Write-Time for Kids
- Scholastic Phonics Chapter Books
- Leveled Library
- Author Studies
- Chapter Books
- Thematic Units
- Laptops
- Software - Language Arts (Phonics, Writing), Math, Science, Social Studies
- Websites: EverythingESL, Starfall

- Wilson Language Basics
- Lessons in Literacy (Great Source)
- Bilingual Dictionaries
- Picture Dictionaries
- Scholastic - Word Forward - Building Powerful Vocabulary and Reading Comprehension with Read Alouds
- Great Source - Reading Writing Sourcebook
- Scholastic - Powerful Vocabulary for Reading Success

Our largest ELL subgroup is ELLs with I.E.P.s. These children participate in the following intervention programs:

- SETSS
- A.I.S. (Academic Intervention Services - Title I)
- Extended Day 50-minute after school tutorial program

All services are in English and content areas are targeted as indicated by student needs' assessments. In addition, we anticipate increased use of technology in the classrooms as more classrooms acquire Smartboards, document cameras and access to laptop computer carts.

The Teachers' College Reading and Writing Program assessments, which are being used for the 2010-2011 school year in all grades, will give teachers more insight into students' reading and writing needs.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Our ESL classroom holds a Native Language Arts library. Additionally, Native Language Arts libraries will be available in our school library when purchases are completed.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Required services support and resources correspond to ELL's ages and grade level. We have a full-time certified ESL teacher. The RNMR Report indicates students' achievements in each modality of Listening/Speaking and Reading/Writing. Based on each student's placement level in each modality, instruction is aligned and differentiated.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Although there is no formal Department of Education program in our school prior to the beginning of the school year, we house a self-sustaining vacation day camp and enrollment is open to all.

14. What language electives are offered to ELLs?

At the elementary school level, this question is not applicable.

### 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

Not applicable

### 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.

Paste response to questions 1-3 here

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

Professional Development will be offered to teachers and paraprofessionals. Workshops will also be offered to parents. Professional Development will include the following topics:

- identification of ELLs
- strategies and techniques in the General Education classroom
- using Q-TEL strategies in the General Education classroom
- the use of specific materials and technology
- cultural sensitivity training
- observation of ESL teacher by regular classroom teachers
- ELLs and Content Area Instruction

This year our ESL teacher will join other staff members, and attend workshops in Reading Workshop, Writing Workshop, Differentiating Instruction, Cooperative Team Teaching and the Common Core State Standards.

Professional Development workshops focusing on ESL methodologies are also provided through the regional office. The ESL teacher will regularly be attending training and workshops. She will attend ESL monthly meetings which will include the following list of topics:

- October 29, 2010: Academic Literacy for English Language Learners Aligned to Common Core State Standards - Session #1 Introduction to CCSS
- November 2, 2010 (A.M.): Scaffolding Instruction for ELLs: ESL Strategies for Classroom Teachers
- December 7, 2010: Academic Literacy for ELLs Aligned to CCSS: Session #2, Reading and Writing Information Text
- January 25, 2011: Academic Literacy for ELLs Aligned to CCSS: Session #3, Looking at Student Work
- January 27, 2011: Team Teaching in the ESL Program
- March 22, 2011: Academic Literacy for ELLs Aligned to CCSS: Session #4, Curriculum Mapping

In addition to turnkey training provided by our ESL teacher, the following personnel can receive professional development as follows :

- Assistant Principals - are invited to attend workshops facilitated by our ELL Network Support Specialist
- Guidance Counselor - is invited to attend workshops facilitated by our ELL Network Support Specialist
- Psychologist - is invited to attend workshops facilitated by our ELL Network Support Specialist
- Occupational/Physical Therapists - are invited to attend workshops facilitated by our ELL Network Support Specialist
- Speech Therapists - attend workshops provided by their District Supervisor, Judith LaBarbera.
- Secretaries - are invited to attend workshops facilitated by our ELL Network Support Specialist
- Parent Coordinator - is invited to attend workshops facilitated by our ELL Network Support Specialist, as well as being included in district training offered to all Parent Coordinators.

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

Professional conversations with colleagues (ESL teachers) in Intermediate Schools give insight into students' needs as they transition from elementary school to middle school. This information is shared with teachers, guidance counselors and administrators who work with our fifth graders, teaching them skills and work habits to increase their independence, responsibility and accountability.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Training sessions are held during: Lunch "n" Learns, Faculty Conferences, Grade Conferences and on Staff Development days (i.e. Election Day and former Brooklyn/Queens Day). Professional Development in using technology is available for all staff.

## 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

1. Describe the parent involvement in your school, including parents of ELLs.

Parents of all students, including parents of ELLs, are very much involved and engaged through: Parent/Teacher Conferences (held in November and March, and throughout the year as needed), Curriculum Conferences, P.T.A. meetings, Parent Outreach Workshops planned and facilitated by our parent coordinator, as well as individual parent-outreach, as needed, P.T.A. Newsletter, communication through our school website, in many languages. We have on-staff translators in Spanish and Russian and we call upon the DOE Translation Unit as needed.

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

Although we do not “partner” with any outside agencies, we do keep parents informed of any services offered that we become aware of, such as ESL classes offered at the Public Libraries.

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

Parents are surveyed at the beginning of the school year. An analysis of our Learning Environment Survey helps us evaluate parents’ concerns and needs.

4. How do your parent involvement activities address the needs of the parents?

Our Parent Coordinator conducts a survey at the beginning of the school year. Our school website has a monthly survey to assess parental concerns. Text on our school website can be accessed in many languages.

## 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)	0	4	0	0	1	0								5
Intermediate(I)	0	2	0	2	1	2								7
Advanced (A)	2	1	2	1	0	3								9
Total	2	7	2	3	2	5	0	0	0	0	0	0	0	21

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	0	0	0							
	I	1	0	0	0	0	0							

	<b>A</b>	3	1	1	0	1	0							
	<b>P</b>	3	1	2	1	3	0							
READING/ WRITING	<b>B</b>	4	0	0	0	0	0							
	<b>I</b>	2	0	2	1	2	0							
	<b>A</b>	1	2	1	0	2	0							
	<b>P</b>	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	2	2	0	0	4
5	0	0	0	0	0
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	1		0		0		0		1
4	0		2		2		0		4
5	0		0		0		0		0
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		1		1		4
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		0		0		0		0

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

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.

Paste response to questions 1-6 here

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 your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tool our school uses to assess the early literacy skills of all students, including our ELLs, is the Teachers' College Reading and Writing Program. Classroom teachers administer the assessment using BeBop materials. The assessment includes a running record which tests letter recognition, decoding skills, print awareness and comprehension. Results are recorded and analyzed using AssessmentPro. Instruction is differentiated based on the results.

Data from the Teachers' College Reading and Writing Program shows that our ELL students are making progress when their early literacy skills are assessed. The relevant statistics are listed below.

#### Grade 1 (7 ELL students)

September 2010

14.29% were assessed at Level A

57.14% were assessed at Level B

28.57% were assessed at Level C

November 2010

42.86% were assessed at Level C

28.57% were assessed at Level D

14.29% were assessed at Level E

14.29% were assessed at Level F

#### Grade 2 (2 ELL students)

September 2010

100% were assessed at Level I

November 2010

50% were assessed at Level I

50% were assessed at Level J

Kindergarten TCRWP data is not available until the next assessment window, which is in March 2011.

Second grade students are also assessed using E-PAL tests, which are scored in-house by teachers. The resulting data is used to plan instruction based on students' needs. E-PAL was administered in January 2011. Scores will be available in mid-February 2011.

Classroom teachers also conference with their students regularly and their conference notes are a valuable source of information as they plan differentiated instruction.

Our literacy instructional plans (literacy curriculum maps) are constantly under revision. In December 2010, a decision was made to purchase a reading program. The new program, Journeys (Houghton-Mifflin Harcourt) includes an ELL component which will be implemented by Mrs. E. Glanz, our ELL teacher. Students' progress will be monitored and instructional plans will be created by collaborating with classroom teachers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Out of the twenty-one children tested, 43% (nine students) scored in the Advanced range. Seven students (33%) scored Intermediate and five students (24%) scored Beginning.

The numbers across the grade levels are too small to draw valid statistically significant conclusions.

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

We will look at proficiency levels and use the information to create individual instructional plans to differentiate instruction to help each child reach his/her maximum potential.

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?

Across the proficiency levels and the grade levels, the data indicates that more students show better achievement in the Listening/Speaking subtest than in the Reading/Writing subtest. As we analyze the results, we must take into consideration the fact that more than 48% of our ELLs have special learning needs, as indicated by their I.E.P.s. Our testing sample is too small to draw any statistically significant conclusions. Each student's results are analyzed and differentiated instruction is provided.

We have no ELLs who are tested in their native languages.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

As we look at the results of our ELL Periodic Assessments, we must take into account the fact that more than 48% of our ELLs are students with I.E.P.s. Therefore, as we implement ESL strategies in our teaching/learning program, we must also differentiate instruction according to the students' I.E.P. goals and mandates. Newcomers and ELLs with I.E.P.s will receive more individualized instruction by using more visual/aural strategies, realia and meaningful content.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Examining and analyzing the results of ELL Periodic Assessments enables us to plan differentiated instruction for our students. A stronger emphasis will be placed on reading and writing strategies in order to address areas of concern.

We have no ELLs who are tested in their native languages.

5. For dual language programs, answer the following: Not Applicable

6. Describe how you evaluate the success of your programs for ELLs.

Our ultimate goal is to increase proficiency levels for all of our ELLs. During the school year, our ELL students are assessed along with all other students, using Acuity ITAs in Math, Teachers' College Reading and Writing Program for ELA, as well as Predictives in ELA and Math, teacher-made assessments, teacher conferences and discussions. Classroom teachers articulate with our ESL teacher on instructional practices best suited for each individual ELL. In May, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to determine proficiency levels and the number of mandated minutes required for each student.

## 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		