



P.S. 042 CLAREMONT

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 042 CLAREMONT
ADDRESS: 1537 WASHINGTON AVENUE
TELEPHONE: 718-583-7366
FAX: 718-583-7345

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900010042 **SCHOOL NAME:** P.S. 042 Claremont

SCHOOL ADDRESS: 1537 WASHINGTON AVENUE, BRONX, NY, 10457

SCHOOL TELEPHONE: 718-583-7366 **FAX:** 718-583-7345

SCHOOL CONTACT PERSON: Patricia Rigot-Kulow **EMAIL ADDRESS:** PRigotKulow@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Co-Chairs: Tierra Donaldson and Carlos Munoz

PRINCIPAL: Patricia Rigot-Kulow

UFT CHAPTER LEADER: Yolande Twiggs

PARENTS' ASSOCIATION PRESIDENT: Emma Alleyne

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** CFN 401

NETWORK LEADER: Alice Brown

SUPERINTENDENT: DOLORES ESPOSITO

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
Pat Rigot-Kulow	Principal	Electronic Signature Approved. Comments: viewed in SLT meeting
Yolande Twiggs	UFT Chapter Leader	Electronic Signature Approved. Comments: Viewed in SLT meeting, no log on prk cw
Emma Alleyne	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Viewed in SLT meeting, no log on prk cw
Sonia Adorno	Parent	Electronic Signature Approved. Comments: Viewed in SLT meeting, no log on prk cw
Diana Torres	Parent	Electronic Signature Approved. Comments: Viewed in SLT meeting, no log on prk cw. over.
Monica Boston	Parent	Electronic Signature Approved. Comments: Viewed in SLT meeting, no log on prk cw
Carlos Munoz	UFT Member	Electronic Signature Approved. Comments: Viewed in SLT meeting, no log on
Tierra Donaldson	UFT Member	Electronic Signature Approved. Comments: Viewed in SLT meeting, no log on
Victoria Edwards	UFT Member	Electronic Signature Approved. Comments: Viewed in SLT meeting, no log on

Gerry Lorde	UFT Member	Electronic Signature Approved. Comments: Viewed in SLT meeting, no log on
K Rueda	UFT Member	Electronic Signature Approved. Comments: Viewed in SLT meeting, no log on
Elvira Cruz	Parent	Electronic Signature Approved. Comments: viewed
Maria Soto	Parent	Electronic Signature Approved. Comments: viewed

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Since P.S. 42 was restructured six years ago, our students and staff have seen great success. We have made strides in the face of potentially overwhelming challenges such as a high population in poverty, a significant number of students living in shelters, and a high transience rate. In view of these obstacles, our staff unites around a philosophy that all children can achieve. Our students and teachers are held to a high degree of internal accountability and have approached these issues with resolution.

P.S. 42 responded to the challenges of educating a historically underserved population through collaboration with the aim of teaching the whole child. To that end, we reorganized the school's leadership into three teams: curriculum, academic intervention, and behavioral support. We created a system of shared responsibility in which classroom teachers are directly supported on every front and all individuals involved in servicing a student are accountable for achievement.

Classroom teachers, curriculum managers, and intervention specialists work together to create both long-term instructional calendars and short term intervention plans for small groups and individuals. Baseline data gathered on every student provides a starting point from which necessary services and targeted goals are derived. All those involved in servicing a child are provided with regular meeting times to discuss progress toward targeted goals and to set new goals to replace those that have been met.

Our behavior management team (The Zone) also works closely with classroom teachers. Using behavior data from the previous year and current reports, Zone members and classroom teachers target at-risk students. Interventions range from a simple check-in with a Zone member in the morning to several periods a day of social/emotional instruction. All interventions are aimed at helping students to function at their full potential in the classroom and allowing teachers maximum instruction time.

In the spirit of collaboration and adhering to the tenets of Least Restrictive Environment, we made the shift from Self-Contained to primarily Collaborative Team Teaching Classrooms. Intervention specialists worked especially closely with the CTT teachers to create Tier I (in-class) and Tier II (out of class) programs for at-risk students. Teachers continue to receive professional development to foster collaboration between co-teaching pairs and paraprofessionals provide further adult support for students identified by the Zone as Tier I cases.

New technology has helped to sustain the push for collaboration across PS 42. Every teacher has access to a school server which houses all achievement data and intervention plans. Teachers across grades and content areas work together to track student achievement in math, science, social studies, overall reading ability as well as decoding and sight words comprehension. Teachers, administrators, intervention specialists, and curriculum managers examine data and plans and work

together to further achievement. We also purchased 9 Smartboards, enabling teachers to create virtual lessons to be shared and modified to meet each classroom's needs. A collection of over 150 student laptops and netbooks allows targeted, small-group instruction, as each group of students can be presented with material at their own ability level.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 042 Claremont								
District:		9	DBN #:		09X042	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		31	34	29			92.2	91.7	TBD	
Kindergarten		64	55	73						
Grade 1		88	78	68	Student Stability - % of Enrollment:					
Grade 2		103	86	78	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		85	101	94			91	90.07	TBD	
Grade 4		84	89	96	Poverty Rate - % of Enrollment:					
Grade 5		72	82	79	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			86	88.7	93.3	
Grade 7		0	0	0	Students in Temporary Housing - Total Number:					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			46	66	TBD	
Grade 10		0	0	0	Recent Immigrants - Total Number:					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			1	2	8	
Ungraded		1	0	2						
Total		528	525	519						
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		26	24	11	Principal Suspensions		3	7	TBD	
# in Collaborative Team Teaching (CTT) Classes		64	79	71	Superintendent Suspensions		2	4	TBD	
Number all others		26	28	30						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	87	86	92	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	17	Number of Teachers	50	53	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	15	TBD
				Number of Educational Paraprofessionals	7	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	64	60.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	50	45.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	74	TBD
American Indian or Alaska Native	0.6	0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.4	93.9	TBD
Black or African American	43.2	45.3	44.1				
Hispanic or Latino	55.1	52.8	53.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.1	1.2				
White	0.4	0.4	0.4				
Multi-racial							
Male	55.1	53.5	52.6				
Female	44.9	46.5	47.4				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

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

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

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

In 2006-2007, 22.6% of our students received a Level 1 on the ELA exam. In 2008-2009, that number dropped to 7.3%. Our special needs students' improvement was even more dramatic – 61.2% scored a Level 1 in '06-'07, compared to only 19% in 2008-2009. The results have also been seen in the number of proficient students; 43.4% in '06-'07 to 60.0% in '08-'09. The results have been similarly positive in mathematics. 34% less students received a Level 1 last year than '06-'07, while 34.4% more scored in the proficient range. Our growth continues to be our strongest attribute: in 2009-2010, on the DOE accountability progress report, we earned an A rating due primarily to the strength of our student progress. For both ELA and math, students made more progress at P.S. 42 when compared to both the peer cohort and compared to the city as a whole. The New York State report card identifies us as a school in good standing.

In 2009-2010, we were in the 76th percentile for growth, but only 33.1% of our students scored a Level 3 or 4. In math for 2009-2010, we were in the 71st percentile for growth, but only 41.8% of our students were proficient. For both ELA and Math, the percentage of students who are proficient is below both our Peer Horizon and the city-wide achievement. We have identified two major causes in the backsliding: lack of teacher knowledge and inadequate tracking systems.

We are addressing the problem in two ways. We have instituted a rotating professional development schedule, so that every month, teachers receive 90 minutes of professional development focused on mathematics instruction, and 90 more minutes devoted to ELA instruction. During that time, teachers study together to strengthen their content knowledge and pedagogical practices. This time allows teachers to examine students work, review best practices, and analyze data to drive our instruction. Taken together, we believe the professional development done in these groups will continue to push our math and ELA instruction forward.

This was fine for short-term, made it difficult to get a broader overview of what standards had and had not been covered by testing time. A review of our data showed that we had not covered some vital skills in a timely manner. We addressed this problem by updating our system. Now, when a skill is mastered on a unit test, it is automatically checked off on a master sheet showing all the standards for the year. Using the master sheet, teachers can easily check in to see areas in which a particular student is deficient and needs additional instruction.

We are addressing this problem by broadening our academic focus, specifically in the content areas. We have set up tracking systems for content-area standards and devoted more classroom time to teaching science and social studies. The critical thinking, evaluative, and analytical skills taught through science and social studies should provide the additional push to move our highest students to the next plateau.

This was administered in January and analyzed to help teachers prepare for the 2010 state tests. By integrating this data into our existing tracking systems, we will be able to compare how the results of these mock tests correlate with our own self-created assessments in reading and mathematics. This year, we looked at individual performance indicators that students struggled with on the Mock ELA or Mock math test, and we were able to create small group plans to address each of those deficiencies. We also used Acuity software to assign the relevant instructional resources, based on the feedback from these Mock Tests.

Then, whenever possible, we utilized our data collection tool to conduct those analyses 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.

Annual Goal	Short Description
<input type="checkbox"/> 1) P.S. 42 will increase the percentage of 3rd, 4th, and 5th grade students achieving proficiency (Level 3 or above) on the ELA test from 33% to 45% for the 2010-2011 school year, as evidenced by the New York State assessment administered in May 2011.	Performance on standardized tests reflects school growth. Raising our proficiency level is an indicator of overall school improvement.
<input type="checkbox"/> 2) P.S. 42 will increase the percentage of 3rd, 4th, and 5th grade students achieving proficiency (Level 3 or above) on the state math test from 42% to 50% for the 2010-2011 school year, as evidenced by the New York State assessment, administered in May 2011.	Performance on standardized tests reflects school growth. Raising our proficiency level is an indicator of overall school improvement.

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

1) Literacy

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 1) P.S. 42 will increase the percentage of 3rd, 4th, and 5th grade students achieving proficiency (Level 3 or above) on the ELA test from 33% to 45% for the 2010-2011 school year, as evidenced by the New York State assessment administered in May 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • The target population is all current 3rd, 4th, and 5th grade students at P.S. 42. • The Literacy Coaches will be responsible for implementing grade meeting protocol to ensure clear systems and consistent opportunities to talk about periodic assessment data, conferencing notes and student work so that teachers can group students appropriately, design strategic learning plans, and set achievable goals for individual students. Protocol for meetings will be worked out in September and set by October. • All classroom teachers, related service providers and content specials will engage in using data to set goals and track student progress. First round of data will be due in September. There will be 3 more rounds of data collection every 8-10 weeks after this. Upon entering that data, teachers will have student groupings generated for them to use during that cycle. During each of these rounds, teachers and the data specialist will use a number of data sources to triangulate interim progress: in ELA, we will use Fountas and Pinnell Running Records, ECLAS (for struggling students), Acuity ITAs, and our own Mock ELA test. • The first cycle will be completed by September 24th. Teachers will analyze and reflect on that data in conjunction with the school Data Specialist, and the second round of data collection will occur in January. This round will include an entire mock ELA and mock Math test for all third, fourth, and fifth grade students, that will be graded and analyzed to allow teachers to target individual student deficiencies and work to mitigate them. The third cycle will be completed in March, for Parent/Teacher

	<p>conferences, and the final cycle will come at the close of the school year.</p> <ul style="list-style-type: none"> • Partnership with America's Choice to deepen understanding and improve practice in reader and writer's workshop through coaching, workshops, and interschool visitation. The principal will be responsible for designating staff to attend workshops. The assigned staff will then turnkey knowledge at the weekly grade meeting. • Grade-level inquiry teams focusing on students at-risk to not meet ELA proficiency standards. Literacy Coaches and teachers will work together to use collected data to identify at-risk students and create plans. Inquiry teams will be set by November. • Partnership with Goldmandsour and Rutherford to study best practices in Integrated Co-Teaching classrooms. The consultants will be responsible for sharing feedback with the ICT teachers they observe. • Action plans detailing Tier I and Tier II academic interventions for students not on track to reach their literacy goals after periodic assessments are complete. Classroom teachers will be responsible for Tier I documenting Tier I interventions and Academic Intervention Specialists will be responsible for documenting Tier II interventions. The first set of plans will be due in October. They will be re-evaluated every 6-8 weeks after data is collected. • To support literacy development, we purchased websites including Ticket to Read, Raz-Kids, and Samson's classroom to develop comprehension and fluency skills, as well as sight word practice. These websites were acquired through NYSTL software money, Tax-Levy Fair Student Funding, and Title 1 SWP and their implementation is supported by the school's data specialist. Parents have also been given information and access to utilize these sites at home.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Reduced class size using Contract for Excellence funding • Staff Development and Mentoring - Title I (AARA and SWP) • Professional Development for Special Education teachers (IDEA)

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Student data from periodic assessments and writing portfolios. Three cycles of pre-ELA test data collection using Fountas-Pinnell running records. 80% of students will meet or exceed goals set according to September diagnostic. 75% of eligible students will meet ECLAS grade-level targets by March 2011. Small-group guided reading plans detailing periodic goals for each student/group to be updated after each cycle of data collection and discussed with the data specialist or literacy coach.</p>
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Subject Area
(where relevant) :

2) Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 2) P.S. 42 will increase the percentage of 3rd, 4th, and 5th grade students achieving proficiency (Level 3 or above) on the state math test from 42% to 50% for the 2010-2011 school year, as evidenced by the New York State assessment, administered in May 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • All teachers engage in data-based goal-setting, use school server to track students' progress. Each classroom teacher will be responsible for entering data onto the school server by the start of October. Small group plans will be automatically generated based on input of that data. Teachers will be responsible for utilizing those small group plans to re-teach and re-assess objectives that were not mastered (below 80% on school-created Math Assessments). • Math curriculum units re-organized around standards and taught in universal order in all classrooms across a grade. Coaches will be responsible for keeping members of each class on a grade teaching in sequence. • Diagnostic data will be used to create skill-deficient groups, teach to specific skills in ICT classrooms. Classroom teachers will be responsible for group creation and goal setting. Groups and goals will be re-organized after every unit test. • Diagnostic and unit test data used to identify students who are at risk of not meeting proficient standards and who require Tier I or Tier II intervention. Teachers are

	<p>responsible for identifying at-risk students and bringing them to the attention of the Student Achievement Team (SAT). Academic Intervention teachers will be responsible for creating and updating Tier II plans in cases where out of classroom instruction is deemed necessary by the SAT team.</p> <ul style="list-style-type: none"> • Grade meeting protocol to ensure clear systems and consistent opportunities to talk about periodic assessment data, conferencing notes and student work. Designed to give teachers time and help with previously mentioned grouping and creation of intervention plans. Upper and Lower grade coaches will be responsible for designating one grade meeting per month for mathematics. • Pull-out math support for ELL students focusing on academic language and communication around math. ELL Intervention Specialist will be responsible for creating and updating plans for ELL students every 6-8 weeks. • To support math instruction, we have also purchased websites including Study Island and Uptown Education to assist in math development. These websites were purchased with a combination of funding including NYSTL hardware money, Tax-Levy, and Title 1 SWP funds and the implementation of these websites is supported by the school's data specialist. Parents have also been provided with this information and support to utilize these websites at home.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • ELL Pull out support (Title II) • Intervention Support (Title II, IDEA)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student data from diagnostic testing and subsequent periodic assessments. • Data derived from unit tests following each math unit of study. • Goal check-in/revision every 6-8 weeks for students identified as in danger of not meeting proficient standards to decrease Level 1 students by 5%. • Inquiry team work focusing on communication and problem solving designed to increase percentage of Level 4 students to 20%. • Pre/post "re-teach" assessments given in conjunction with each assessment to ensure students become proficient with skills they did not master on unit tests. Specifically aimed at students who require extra structure and repetition to internalize goals.

Aimed to increase proficiency of students in Special Education by 3%.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	33		N/A	N/A	1			
2	22		N/A	N/A	5			
3	28		N/A	N/A	4			
4	68	58			5			
5	58	52			2			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<input type="checkbox"/> Decoding: Wilson Reading - small group, both pull-out and push in during the school day or during Extended Day Fluency: Great Leaps Reading - 1 on 1, pull-out during the school day or during Extended Day Comprehension: Ticket to Read, small group, pull out during the school day.
Mathematics:	<input type="checkbox"/> Comprehension and Problem Solving: Houghton-Mifflin, small group pull-out focused on times tables during the school day or during Extended Day.
Science:	<input type="checkbox"/> N/A
Social Studies:	<input type="checkbox"/> N/A
At-risk Services Provided by the Guidance Counselor:	One-on-one and small group counseling. 6-8 week cycles aimed at extinguishing specific behaviors identified by the classroom teacher and counselor.

At-risk Services Provided by the School Psychologist:	Does not see at-risk students on a regular basis; one-on-one crisis management when necessary.
At-risk Services Provided by the Social Worker:	Does not see at-risk students on a regular basis; one-on-one crisis management when necessary.
At-risk Health-related Services:	<input type="checkbox"/>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 102

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

In order to supplement the core instructional program, we will provide an additional instructional program for 93 ELL students in grades one through five targeting test preparation for the 2011 NYSESLAT, the 2011 NYS ELA and the 2011 NYS Science Test. The rationale that supports the need for this instructional program is supported by 2010 NYSESLAT, LAB-R and ELA data. Only nine students scored proficiency on the 2010 NYSESLAT. In order to ensure newcomers (those who have been receiving services for 0-3 years and are approaching the English proficiency level on the NYSESLAT) reach proficiency within three years; and to ensure Long-Term ELLs (those who have been receiving services for four or more years) score proficient on the 2011 NYSESLAT, we will offer a Saturday Academy during which students can review content objectives, language objectives, the test format and test-taking strategies. In addition, the 2010 ELA data showed that 68% of the 2009-2010 Third, Fourth and Fifth grade ELL students scored a level one or a level two on the 2010 ELA. Therefore, an additional goal for this instructional program is for those students currently in Fourth and Fifth Grade who scored a one to earn a two on the 2010 ELA, and for those who scored a two to score a three. Third Grade ELL students have not yet taken the ELA, however, their current running record levels show all 26 students require up to one and a half year's growth to reach grade level. The goal for the current Fourth and Fifth Grade ELLs who scored a three on the 2010 ELA is to ensure they will earn a score of three or higher on the 2010 ELA; and the goal for the Third Grade students is to score a two or higher. A third goal for the Saturday Academy is to provide support through vocabulary development for Fourth Grade ELLs who will be taking the NYS Science Test.

This supplemental program, called the PS 42 Saturday Academy, will be held on eight Saturdays during the weeks prior to the aforementioned exams: March 26, April 2, April 9, April 30, May 7, May 14, May 21 and May 29. The Academy will be held for three hours each Saturday, from 8:30 a.m. to 11:30 a.m., totaling 24 hours for all eight Saturdays. Using the ELA, ESL and Science Standards, 9 teachers will each deliver three hours of instruction using ESL strategies that will scaffold the units and lessons in standard's-based test preparation books. These standard's-based test preparation books will be purchased for use as the core instructional tool for the ELA and NYSESLAT test preparation in the PS 42 Academy. Aside from test preparation books, books will be purchased to increase academic vocabulary to supplement these test preparation lessons.

Academy instructors will be certified in ESL, Bilingual Education or General Education. Of the 9 instructors, one teacher holds ESL certification, one holds Bilingual certification, one holds General Education certification, and a fourth holds dual Special Education and Bilingual certification.

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.

No Title III money is allocated for professional development. Staff development will occur during school hours. Please see “IV Staff Development.” The following will be incorporated in the aforementioned professional development workshops as explained under “IV Staff Development.” The rationale for the professional development workshops is supported by the ELA and NYSESLAT data mentioned above. In order to plan lessons for the Saturday Academy, teachers attending the professional development workshops will review techniques and strategies for differentiating instruction in order to prepare students for the following 2011 ELA and NYSESLAT. Upon completing these workshops, teachers will have created lesson plans that include ESL strategies to scaffold the units and lessons in standard’s-based test preparation books. In addition, these lessons will incorporate the use of lap tops so students can access audio and video instruction found in literacy applications such as Read 180, Brain Pop, and Ticket To Read.

Section III. Title III Budget

School: **CES 42**
 BEDS Code: **320900010042**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	13,412.64	<input type="checkbox"/> 10 Saturday Academy teachers for 240 hours (<i>3 hours of instruction for 8 Saturdays</i>) at \$49.89/hr and 2 educational assistants for 48 hours (<i>3 hours of instruction for 8 Saturdays</i>) at \$29.98/hr
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	2,787	<input type="checkbox"/> o 110 test prep books at 17.95 each o Books to increase academic vocabulary and materials to implement Saturday Academy family workshops
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A

Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

According to the Home Language Identification Survey, CES 42 has found that 81% of the 102 ELLs speak Spanish at home. Within the first 30 days of student's enrollment, CES 42 determines the primary language spoken by the parent of each student. If the language is not English, the school will determine whether the parent requires language assistance in order to communicate effectively with the school. The school maintains a current record of the primary language of each parent and stores information in ATS and on the student emergency card. To ensure that all parents are included in the school community, all communications are made in English and Spanish. Written communications include but are not limited to centrally and regionally produced critical communications, student specific critical documents, school events memos, translated homework instructions, messages from the principal, and communications from Chancellor Klein. The staff at CES 42 is also reflective of the needs of the community. CES 42 has a bilingual assistant principal, parent coordinator, psychologists, and large percentage of bilingual teachers and support staff. CES 42 also has a parent room with bilingual resources. The large percentage of bilingual personnel ensures that families have access to verbal communication with the school.

To clarify, centrally and regionally produced critical communications include: registration forms, standards and performances such as report cards, conduct and safety information, special education information, and transfer or discharge forms. Student specific critical documents include student-specific information regarding health, safety, legal or disciplinary matters, entitlement to public education or placement in Special Education, ESL, or non-standard program, progress reports, and permission slips/consent forms.

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.

CES 42 is committed to ensuring parents with meaningful opportunities to participate in and have access to programs and services critical to the children's education. A major school goal is to improve family literacy services by providing more parent workshops, take-home resources in the native language of the families, and ongoing support. All these services will be provided in Spanish.

Part B: Strategies and Activities

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

We plan on meeting our written translation services goals by using our bilingual personnel and also ordering outside resources. On a school wide level, CES 42 will allow ample time for in-house school staff (primarily the assistant principal and parent coordinator) to translate school communications. These notices will build a strong base for communicating upcoming school events and important announcements. During parent workshops, Spanish resources will be available to assist in our family literacy initiative and also offer more resources to these families. These will be ordered from an outside vendor. Lastly, on a class level, the ESL teachers have the capacity to use their bilingual skills to make daily communications, homework assignment directions, and all other classroom communications in both English and Spanish.

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

To meet the oral interpretations services goals, CES 42 will use their in-house school staff to meet the needs described in Part A. During parent workshops and school wide events, a translator (in-house staff member) will be present to assist in all communications. During parent conferences, ESL teachers who have Spanish-speaking skills will be able to use those to assist with any language barriers. When the teacher cannot directly serve as a translator himself or herself, other in-house staff will be available for translation (parent coordinator, ESL support staff).

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>.

CES 42 is responsible for providing each parent whose language is not English with written notification of their translation and interpretation services rights. These notifications will be made in appropriate languages. Parent communication in an appropriate language is also part of CES 42's school safety plan. Procedures will be established so that parents in need of language assistance may communicate with school administrative offices without language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	539,700	Comprehensive Allocation	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,397		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26,987	*	
4. Enter the anticipated 10% set-aside for Professional Development:	53,970	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%. This information was taken from the BEDS Report on December 14th, 2009.

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

N/A.

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

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

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

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

See attached file: PS 42 Elementary School Parent Involvement Policy. Updated annually in June.

This document is also copied and pasted below.

GENERAL EXPECTATIONS

-

P.S. 42X School agrees to implement the following statutory requirements:

- P.S. 42X School will jointly develop with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and parents of participating children agree on.
- P.S. 42X School will notify parents about the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- P.S. 42X School will periodically update the Parental Involvement Policy to meet the changing needs of parents and the school.
- P.S. 42X School will adopt the school-parent compact as a component of its Parental Involvement Policy.

- P.S. 42X School agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) parents play an integral role in assisting their child's learning;*
- (B) parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

P.S. 42X School will implement required school parental involvement policy components as follows:

1. P.S. 42X School will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way:

Gather and disseminate to parents for review the following materials: District wide Parental Involvement Policy, the School's Parental Involvement Policy, the school-parent compact, and Parent Notices. These materials will be disseminated to parents every Wednesday in student folders, at parent meetings, school leadership meetings, and parent/teacher conferences. Written and oral input from parents will be solicited through the school leadership meetings, parent/teacher conferences, parent coordinators meeting, and other regular written communications with parents.

2. P.S. 42X School will take the following actions to distribute to parents of participating children and the local community the Parental Involvement Policy:

- *The School Parental Involvement Policy will be distributed to parents at Open School Night, Wednesday folders and parent teacher conferences.*
- *Parents of new participating students will receive the policy upon registration.*

3. P.S. 42X School will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:

- *monthly School Leadership Team meetings*
- *PTA meetings*
- *General School meetings*

5. P.S. 42X School will hold a flexible number of meetings at varying times, and may provide child care, and/or home visits to increase parental involvement:
- *To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. In situations that prevent parents from coming to the school for meetings, school personnel may make home visits or arrange to meet the parents at a mutually convenient time.*
 - *Meetings will be held at various and convenient times to encourage parents to attend. Parents will be notified about meetings through school memos, ,and the automated phone system.*

P.S. 42X School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through:

- *regular parent/teacher conferences*
- *Open School Nights*
- *Wednesday folder throughout the year*

(a) If requested by parents, P.S. 42X School will provide parents of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- *through prearranged meetings with the Principal and Parent Coordinator*
- *through meetings with the student's teacher*
- *through meetings with the crisis intervention team*
- *through meetings with the content specialist teachers*

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. P.S. 42X School will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities described below:
 - ***parent workshops***
 - ***Family Nights***
 - ***Parental access to the Teacher/Parent Resource and other resources such as web sites, parent organizations, etc.***
 - ***Parent Teacher Association***

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 - *The school-parent compact will be a part of the School Parental Involvement Policy on the school's web page.*
 - *During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.*
 - *As needed, the school-parent compact will be included in school Wednesday folder along with the School Parental Involvement Policy.*

3. The school will provide assistance to parents of children served by the school in understanding topics such as the following:
 - *the State's academic content standards,*
 - *the State's student academic achievement standards,*
 - *how to monitor their child's progress through progress reports and report cards*
 - *how to work with educators.*

Parents will receive training and necessary information on the topics above through:

PTA workshops, Kid Friendly Standards, School-Parent Compact, highlights of the standards, list of web sites, school sponsored trainings and workshops.

4. As appropriate, the school will, with the assistance of the district, provide materials and training such as literacy training and using technology to help parents work with their children to improve their children’s academic achievement and to foster parental involvement.

5. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.

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

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

are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

See attached.

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.

□

On the whole, P.S. 42 is moving in a positive direction. Close examination of data does, however, reveal deficits that need to be addressed. Our highest priority is math. In 2007-2008, only 1% of our 4th graders scored a Level 1 on the state math exam. Last year, that number rose to 11.8%. Within that cohort of 4th graders, only 2% had received a 1 the previous year on the 3rd grade test. The problem manifested itself at the top as well; 77% of that class received a proficient score in 3rd grade, compared to only 59% the next year in 4th. We have identified two major causes in the backsliding: lack of teacher knowledge and inadequate tracking systems.

Lack of teacher knowledge is broken down into two categories – content area and lesson delivery. Through observation and self-reporting, we found that many of our teachers were stronger in one area than the other. We are addressing the problem in two ways. First, our math leadership team partnered with CUNY. Our math leaders are part of a think-tank cohort with peers schools from around the city. They study together to strengthen content knowledge and pedagogical practices for mathematics. The learning from these sessions is turn-keyed at the school level in two professional development groups. One group consists of all teachers and is geared toward strengthening content-area specific knowledge. The other focuses on new teachers and delivery of math instruction. Taken together, we believe the professional development done in these groups will continue to push our math instruction forward.

Our other identified area of weakness was our tracking system. In the past, we tracked skills according to the unit in which they were presented. This was fine for short-term, made it difficult to get a broader overview of what standards had and had not been covered by testing time. A review of our data showed that we had not covered some vital skills in a timely manner. We addressed this problem by updating our system. Now, when a skill is mastered on a unit test, it is automatically checked off on a master sheet showing all the standards for the year. Using the master sheet, teachers can easily check in to see areas in which a particular student is deficient and needs additional instruction.

A final trend we noticed was stagnation among our top students. While the rest of our scores have consistently risen, our Level 4's have only moved from 2.7% in '06-'07 to 3.1% in '08-'09. We are addressing this problem by broadening our academic focus, specifically in the content areas. We have set up tracking systems for content-area standards and devoted more classroom time to teaching science and social studies (Previously, a majority of this instruction took place with content-area specialists during preps. The classroom time is additional enrichment in these areas). The critical thinking, evaluative, and analytical skills taught through science and social studies should provide the additional push to move our highest students to the next plateau.

2. Schoolwide reform strategies that:

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



Since P.S. 42 was restructured six years ago, our students and staff have seen great success. We have made strides in the face of potentially overwhelming challenges such as a high population in poverty, a significant number of students living in shelters, and a high transience rate. In view of these obstacles, our staff unites around a philosophy that all children can achieve. Our students and teachers are held to a high degree of internal accountability and have approached these issues with resolution.

P.S. 42 responded to the challenges of educating a historically underserved population through collaboration with the aim of teaching the whole child. To that end, we reorganized the school's leadership into three teams: curriculum, academic intervention, and behavioral support. We created a system of shared responsibility in which classroom teachers are directly supported on every front and all individuals involved in servicing a student are accountable for achievement.

In the past decade, the area in which P.S. 42 was most in need of improvement was in servicing our special needs and at-risk children. We were initially identified as a SINI school because of the low performance of our special needs students, who constitute roughly 25% of our population. Using ELA, math, and in-house assessment data, we identified another 20% of our general students as "at risk;" students with academic or social-emotional profiles similar to IEP students who, without intervention, would likely end up in a more restrictive setting.

Our firm belief in collaboration and that all of our children can achieve led us to make a bold leap in our Special Education service pattern at the start of the 2007-2008 school year. In the spirit of Least Restrictive Environment, we made the shift from primarily Self-Contained to primarily Integrated Co-Teaching Classrooms. Intervention specialists worked especially closely with the ICT teachers to create Tier I (in-class) and Tier II (out of class) programs for both IEP and at-risk students. Paraprofessionals in all 7 of the ICT's provided further adult support for students transitioning from Self-Contained classrooms.

The ICT model was immediately successful and has become the backbone of P.S. 42. In 2006-2007, 22.6% of our students received a Level 1 on the ELA exam. In 2008-2009, that number dropped to 7.3%. Our special needs students' improvement was even more dramatic – 61.2% scored a Level 1 in '06-'07, compared to only 19% in 2008-2009. The results have also been seen in the number of proficient students; 43.4% in '06-'07 to 60.0% in '08-'09. The results have been similarly positive in mathematics. 34% less students received a Level 1 last year than '06-'07, while 34.4% more scored in the proficient range.

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.

P.S. 42 has a number of programs that increase learning time. We offer extended day (an extension of academic learning time with a smaller group of students) Tuesday-Thursday until 3:40. A majority of our students are also enrolled in a school-based after school program that runs daily until 5:30.

Additionally, we use Title I to offer a Saturday Academy from 9-11:30 from November through April. Students work with teachers from the school in reduced size groups and receive math and ELA instruction.

- o Help provide an enriched and accelerated curriculum.



First and foremost, we have reduced class size in all grades to provide teachers with more opportunities to engage in small-group and one on one instruction. The additional attention offers teachers a chance to individualized programs and provide enrichment for targeted students.

Additionally, we have a social studies and a science content area specialist. The content area specialists have dual roles; they see classes to instruct directly and work with classroom teachers to improve their content area knowledge and delivery and make sure they are following the standards. Science and Social Studies instruction is now data-driven (we have set up new tracking systems to see what standards students are struggling with) and designed to re-enforce and integrate ELA and math standards into the content areas.

- o Meet the educational needs of historically underserved populations.



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The Integrated Co-Teaching model has been a particular boon to our at-risk students. Our entire school now functions on the 6-8 week data cycle timeline of the ICT rooms. All teachers set academic goals and re-evaluate small group instruction according to this cycle. This strict monitoring allows General Education teachers to quickly identify struggling students and being Tier I and possibly Tier II interventions. The benefit of targeted intervention plans is two-fold; instructionally-appropriate small group work raises achievement, and referral rates to Special Education settings have dropped dramatically as students have begun to receive what they need in their General Education setting.

- 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.



Students at risk of not achieving state standards are tracked from the start of the year. Many of these students are general-education members of Integrated Co-Teaching classrooms. They receive all of the services described previously in this document: small group instruction with updated goals every 6-8 weeks, Tier I academic intervention plans, and additional support from a paraprofessional.

Additionally, a number of research-based programs (Wilson, Foundations, Read 180, Great Leaps, Ticket To Read) are available on a case-by-case basis, depending on the area of academic need.

Students for whom academic achievement is being impacted by behavior are referred to our zone team. The zone is responsible for working with teachers to create Tier I intervention plans to decrease the number of negative occurrences of behaviors in the classroom setting. If the Tier I programs are unsuccessful after 6 weeks or if the number of occurrences is increasing, the team provides at-risk counseling or pull out services for students.

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

3. Instruction by highly qualified staff.

100% of our staff are highly qualified.

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.

We have a number of professional development programs and partnerships designed to improve the quality of our systems and instruction. We work with the CUNY math department to develop our math leadership team. Professional development workshops focus on teaching teachers math content. We are a part of a cohort of peer schools that study together to strengthen content knowledge and pedagogical practices for mathematics. All findings are then turn-keyed back to teachers at the school level during grade team meetings.

We have also developed a partnership with Goldmansour and Rutherford, a Special Education consulting company. Consultants come in to observe teachers in inclusive settings, then offer feedback and suggest new models and structures that might benefit students. The consultants specialize in adaptive materials for upper grades aimed at helping students become more independent and potentially able to move to less restrictive settings.

Our intervention specialists conduct a series of professional development afternoons with paraprofessionals. Each session focuses on a specific research-based program the paraprofessional can use in the classroom - Great Leaps, Wilson, Foundations, or Ticket to Read.

Our technology teacher facilitates professional development on a number of levels. He works one on one with teachers, conducts afternoon workshops, and presents new uses of technology at school meetings. Workshops range from using data to drive instruction to accessing the school server and entering data to aid in grouping.

We are also an America's Choice Year II school. America's Choice provides classroom teachers with professional literacy development around effective uses of curriculum and associated materials.

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

- New hires encouraged to teach within their area of license
- Offer experienced teachers Leadership positions with the grade team
- Pay for professional development and credits needed to become highly qualified
- All teachers are encouraged to participate in the process of curriculum creation

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

Our PTA and parent coordinator offers monthly parental workshops on topics ranging from homework help to applying for benefits. Additionally, our technology director offers workshops on how to access online programs available at school from home.

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.

Our building houses a state-run preschool program. The program focuses on skills that will be necessary for kindergarten-readiness. Involved and their families are taught about what to expect once they "step up" to kindergarten.

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.

The school provides a framework of mandatory measures of progress that must be given (unit math tests, running records, ECLAS). Additionally, we are affiliated with America's Choice and Houghton-Mifflin math, so the basic structure of units is pre-planned. Teachers are given an extra preparatory period each week to meet in grade teams. A pre-designated grade-team meeting each month is dedicated to discussing and creating the assessments. These assessments are used to report on student growth and inform small-group goals and instruction, which positively impacts student achievement. At the end of the year, teachers give feedback on the effectiveness of units - both content and order - which helps maintain a continuous cycle of refinement and improvement of both curriculum and assessment measures.

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.

Our transparent data-tracking system allows teachers, curriculum managers, data specialists, and administrators to examine ELA and Math data for each class. On the upper grades, the system also tracks Social Studies and Science. The accessibility of this data ensures that all students in danger of not meeting proficiency standards are accounted for. These students then receive Tier I and possibly Tier II academic modifications such as additional small group instruction or a research-based intervention depending on the needs identified by the data. Small group plans are created and re-evaluated every 6-8 weeks to ensure intervention is given in a timely manner and goals are appropriate for a student's learning needs.

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.

□

We created a position, Director of Family Support Services, designed to help families access services and programs. Our Director of Family Support Services mediates communication between the school and social services. She also helps families obtain transportation (including discounted metro cards) and get lunch benefits.

Our technology teacher offers adult classes around basic computer skills.

Our after school curriculum coordinator works to align our school's Learn and Lead after school program with the federal SCAN-TASC after school program that runs at the same time.

Finally, we work with the NYPD in bully and violence prevention workshops.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			539,754	True	Goal 1 and Goal 3
Title I, Part A (ARRA)	Federal	Yes			128,447	True	Goal 1 and Goal 3
Title II	Federal	Yes			308,003	True	Goal 2 and Goal 3

IDEA	Federal	Yes			84,943 (3 combined IDEA pools)	True	Goal 1 and Goal 2
Tax Levy	Local	Yes			2,605,034	True	Goal 3
C4E	State	Yes			183,124	True	Goal 1

¹**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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

25

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

Students in temporary housing have access to all of the IEP-related, academic, and social/emotional services that we provide at P.S. 42. In addition, we work closely with a Social Worker at the ICHAN house, the largest temporary-housing program associated with our school. The social worker acts as a liason and informs us of special or unique needs a child may have and gives us strategies to adjust our programs to accommodate these students. We provide at-risk counseling and pull-out or push-in academic intervention on a case-by-case basis.

Our guidance team also reaches out to the parents of students in temporary housing. They are informed of and invited to all of the workshops we offer to help our parents with subjects ranging from technology to strategies to help your child grow academically.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
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.

CEP RELATED ATTACHMENTS

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

File Name - 28_09X042_021111-143616.doc

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

Part A: Language Allocation Policy (LAP)

Language Allocation Policy

CES 42X – Claremont Community School

1537 Washington Ave. Bronx, NY 10457

Tel: 718-583-7366 Fax: 718-583-7345

Principal Patricia Rigot-Kulow

Assistant Principal Ivette Matos

CES 42's Vision

We acknowledge that the ESL programs and services will ensure that all our English Language Learners (ELLs) are provided with the necessary instructional plans and strategies to attain English language proficiency and academic achievement. We will provide opportunities for ELLs to achieve the same educational goals and standards as the general student population. Our ESL freestanding programs are held to the same high standards and expectations for all students.

P.S. 42 services its ELL students via a free standing ESL program. Students are grouped according to language proficiency and content knowledge and skill levels. Our ESL program is an academic discipline designed to allow students to acquire English language proficiency within the four language modalities: listening, speaking, reading, and writing. Furthermore, ELL Students are evaluated on content knowledge and language proficiency. Insuring academic rigor through our ESL services will provide opportunities for ELLs to achieve the same educational goals and standards as the general education student population.

Due to the wide range of language proficiencies in each grade, CES 42 will be using a team teaching ESL push-in and pull-out model for grades K-5. By using highly flexible grouping based on general education and ELL assessment data, including conference notes, students will receive instruction based on their language and academic needs. Instruction will include small group and pair work. ELLs receive all instruction, including content area instruction in English using ESL methodologies (for the required amount of time as determined by their NYSESLAT scores and/or LAB-R).

CES 42 is located in the Morrisana section of the Bronx. We serve approximately 497 students from grades pre-k thru 5. The racial/ethnic breakdown is as follows: 46 % Black, 53 % Hispanic, 1 % White / Other. We have 102 LEP/ELL students (20% of the student population) currently on register. Our school is classified as Title I and 100% of our students are entitled to free lunch.

ELL Breakdown

2009/2010 ELL Population
(Including 2010 NYSESLAT results and estimated results of 2010 LAB-R)

Grade	# of Students
K	9
1	17
2	19
3	26
4	16
5	15
TOTAL	102

Family Background. The majority (approximately 80%) of our ELL students come from families where Spanish is spoken at home. Ninety-five percent of parents expressed preference for the ESL model. Their primary goal is to have their children gain mastery of English.

Interpretation of NYSESLAT Results. Each general education grade will have approximately 1-14 ELL students. In 2010, nine students earned a score of proficient on the NYSESLAT. Students who scored proficient had been receiving ESL services for 2-5 years. This exit rate, within 2-5 years, has been consistent for the last three years, with one student, in 2008, scoring a level of proficiency after year of service. Of the nine students who scored proficient on the 2010 NYSESLAT, eight took the 2010 ELA and half scored a level 2 and the other half scored a level 3 on the 2010 ELA. Of the remaining 36 ELLs who took the 2010 ELA, 16 scored a level 2, 11 ELLs scored a level 1 and nine ELLs scored a level 3. No ELLs scored a 4 on the 2010 ELA. Therefore, 75% of ELLs passed the 2010 ELA.

The least number of ELLs can be found in Kindergarten (9). Of the 17 ELLs who were administered the Kindergarten LAB-R, eight passed. Of these eight students who passed, two had attended Pre-K at PS 42 in 2009-2010. Of the nine students who did not pass the LAB-R, three had attended Pre-

K at PS 42, and had scored within 1, 3 and 6 points of proficiency on the LAB-R. Therefore, this evidence could support a possible correlation between attending Pre-K and scoring proficient on the LAB-R.

There is another possible correlation between scoring an Advanced or Proficient level on the 2010 NYSESLAT and scoring a 2 or a 3 on the 2010 NYS. Only, three of the 11 ELLs who scored a level one on the 2010 NYS ELA scored Advanced on the NYSESLAT. Therefore, when analyzing the October 2010 and the March 2011 NYSESLAT Periodic Assessment scores administrators could conclude that ELLs who scored Intermediate or below do not have the English proficiency level to score a proficiency level (at least a level 2) on the NYS ELA. As a result, instruction needs to target NYS ESL Standards in order to improve English language proficiency as well as ELA proficiency scores.

Lastly, the majority of ELLs can be found in Third Grade (26), followed by Second Grade (19), First Grade (17), Fourth Grade (16) and Fifth Grade (15). Of the 102 ELLs, seven arrived to the United States of America at the beginning of the 2010-2011 School Year and speak no English. The majority of students who scored a beginning level on the 2010 NYSESLAT or the 2010 LAB-R, can be found in Kindergarten, First and Third Grades. The majority of ELLs in Second Grade either scored Advanced or Intermediate. The majority of ELLs in Fourth Grade either scored Advanced or Beginner. The majority of Fifth Grade ELLs scored advanced.

Program Model: Free Standing English as a Second Language (ESL) in grades K-5

Language Allocation for each Proficiency Level.

1. **Beginning** – 40% English instruction with a minimum of 360 minutes of ESL (Eight 45 minutes periods of ESL per week)
2. **Intermediate** - 50% English instruction with a minimum of 360 minutes of ESL (Eight 45 minutes periods of ESL per week)
3. **Advanced** - 75% English instruction with a minimum of 180 minutes of ESL (Four 45 minutes periods of ESL per week)

Target Language Differentiation. In accordance with the current practices being employed in monolingual classrooms, small, flexible groupings, such as guided reading, guided phonics, and AIS sessions, will be used to differentiate instruction and provide students with the necessary amount of language instruction. Whole class and grouping decisions will be based upon data from assessments such as LAB-R, NYSESLAT, RIGOR, Rigby ELL Assessment, ECLAS, and running records, and will be reconsidered continually based upon what these assessments tell teachers about their students' ever changing needs. In addition to small groups, teachers will set content and language objectives and use ESL methodologies to instruct all subject matter related to literacy and the content areas in order to help students develop English language proficiency.

FREESTANDING ENGLISH AS A SECOND LANGUAGE (ESL)

Program Description. Students in ESL Programs receive all instruction in English using ESL methodologies (for the required amount of time as determined by their NYSESLAT scores). Students will receive services by team teaching push-in and pull-out ESL model.

Language Allocation, Minimum ESL Requirements.

1. **Beginning** – Minimum of 360 minutes of ESL per week (Eight 45 minutes periods of ESL per week)
2. **Intermediate** – Minimum of 360 minutes of ESL per week (Eight 45 minutes periods of ESL per week)
3. **Advanced** – Minimum of 180 minutes of ESL per week (Four 45 minutes periods of ESL per week) and 180 minutes of ELA per week (Four 45 minutes periods of ELA per week)

Instruction and ESL Strategies. Students are receiving the mandated ESL/ELA allotted instructional time based upon proficiency level. Using the self-contained ESL model will allow ESL methodologies to be constantly infused in all areas of instruction, especially in the content areas. ESL professional development opportunities and ESL team meetings will ensure that teachers get the support that they need to provide high quality ESL instruction in the content areas. We have incorporated periodic data collection to make decisions to improve the quality of our instruction to meet the needs of our students. Collaborative team teaching settings are in place this year to provide extra support in the classroom for our ELL population.

Supporting all Students

SIFE Students. SIFE students and their families will be introduced to the school community and the ELL Program through an individual orientation meeting with the Parent Coordinator and the ESL Teacher. During this meeting, an explanation of school and classroom procedures will be explained. Primarily, the expectation will be set for the student to complete class work and homework. Also, as outlined in the Title III Instructional Program for PS 42, families will be strongly encouraged to attend the ELL Saturday Academy; and to have their child attend the SCAN/Learn & Lead after school program.

Regarding instructional support, SIFE students will receive an additional period per week of ESL pull-out services to meet their linguistic and academic goals. The pull-out services will provide instruction for no more than three students in one group. Instruction will include Tier 2 academic vocabulary and Tier 3 content area vocabulary and content area concepts introducing upcoming Math, Science, and Social Studies lessons. Lesson plans for these goals will incorporate the same academically rigorous instruction provided to non-SIFE ELLs, and will include appropriate modifications and accommodations as outlined in the student's IEP where appropriate.

Long Term ELL Students. If a student still needs ESL services after three years in the bilingual/ESL program, his/her case will be examined and an extension of services will be determined. With the extension of service, the student will continue to stay in an ESL setting in order to be an environment where they can excel academically, and to avoid inconsistency in program instruction. For ELLs who have been receiving services for 4 to 6 years, the ESL and the classroom teacher will review school and all ELL data to determine deficient areas in the modalities of listening, speaking, reading, and writing. Next, together the ELLs' instructors will set academic and language goals to be taught using the instructional resources from the RIGOR (Reading Instructional Goals for Older Readers) program to increase CALP through instruction of Tier 2 academic vocabulary and Tier 3 content area vocabulary.

Academic Language Development. Academic language will be developed by providing direct vocabulary instruction as well as integrating scaffolded language objectives into content area unit and lesson plans. These academic language objectives will be determined by students' second language acquisition levels and will be developed using the Bloom's Taxonomy of Higher Order Thinking Skills.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: Bilingual X ESL Both Number of LEP (ELL) Students Served in 2010-2011: 102
(No more than 2 pages)

I. Instructional Program

A. Curricular

P.S. 42 is located in the Morrisania section of the Bronx. We serve approximately 547 students from grades Pre-K thru 5. We have 102 ELL students currently on register. We service our ELL students via a free standing ESL program. Our ESL program is an academic discipline designed to allow students to acquire English language proficiencies across the major skills areas of listening, speaking, reading, writing, viewing, and critical thinking in a systematic and spiraling fashion. We will provide opportunities for ELLs to achieve the same educational goals and standards as the general student population. Our ESL freestanding program is held to the same high standards and expectations for all students.

All content area and ELA instruction integrate ESL methodologies and strategies into the instructional program. All of our instructional programs are aligned to the NYS English Language Arts standards, incorporate instructional scaffolding techniques and include activities that incorporate our ELL's life experiences and diverse cultures. Our ultimate goal is to provide academic excellence and success in school for LEP English language learners. We accomplish this by linking children's home to school, countries of origin to their new country, and native languages and cultures to English and the American experience. Our school environment builds upon respect for who they are, where they come from and the language(s) they speak as they add English to their linguistic repertoire. Due to the wide range of language proficiencies in each grade, CES 42 will be using a team teaching ESL push-in and pull-out model for grades K-5. By using highly flexible grouping based on assessment data, students will receive instruction based on their language and academic needs. Students in ESL Programs receive all instruction in English using ESL methodologies (for the required amount of time as determined by their NYSESLAT scores and/or LAB-R). Students will receive services by team teaching push-in and pull-out ESL model.

Like grade-level teams, ESL teachers will receive one common planning period each week to discuss best practices, reflect upon student progress, analyze assessment data, and develop unit plans and lessons for their ESL students. Creating a community of professionals based upon a spirit of collaboration will allow teachers constantly improve their instruction and give students the extra support they need develop English language proficiency. Teachers also receive an all day planning session to plan collaboratively a curriculum that supports our ESL program.

B. Extracurricular

Apart from the aforementioned instructional support, as outlined in the Title III Instructional Program for PS 42, families of all ELLs who have received 4-6 years of service will be strongly encouraged to attend the ELL Saturday Academy; and to have their child attend SCAN/Learn & Lead after school program.

II. Parent/Community Involvement

Research confirms that when parents participate in their child's school experience, a child is more likely to succeed. Levels of English language proficiency should not be a barrier for active parent involvement. We are committed to provide every child with the chance to excel academically and to become fluent in

English and we are fully aware that parents are key players in order to make this happen for our children. Together with our Parent Coordinator, and our PTA executive members we continually strive to improve the communication with our LEP families. At our orientation session with all parents and our annual “Open House” (early in September-within 10 days of student’s enrollment), we provide parents of new English language learners (ELLs) with guidance on how to make the right decision about a program, as well as the “exit rate” from the ELL programs. Our session also inform our parents on state standards, assessments, school expectations. The orientation is provided in English or when necessary the language the parent understands.

III. Project Jump Start N/A

IV. Staff Development

Teachers will receive staff development in multiple ways to monitor student progress. One way is through individual meetings after administering a pre- and post-assessment in the RIGOR assessment, the ELL Assessment Tool Kit, ECLAS, and running records. The meetings will be between the classroom teacher and the ESL teacher to discuss student progress towards academic and language goals by analyzing class work and assessment data. Secondly, classroom teachers and the ESL teacher will meet on a weekly basis for planning instruction based on the academic and language goals identified using the aforementioned assessments.

In addition to these individual meetings, teachers will meet 10 times during one-two hour Professional Development (PD) workshops. The PD workshops will teach subject matter that will develop teachers’ understanding and knowledge of second language acquisition – with particular attention to the PS 42 ELL Program inquiry study on how to scaffold academic language objectives in order for ELLs to develop oral language skills that support literacy skills in reading and writing – ESL instructional strategies, and how to collect and analyze student data and use it to differentiate instruction. Therefore, teachers from grades K-5 will also use this time to collaboratively examine student work, conference notes, assessments, and share ESL teaching strategies that have worked for their students or need improvement.

Additionally, ongoing Professional Development which includes instructional support and technical assistance on the latest ELL policies and trends will be facilitated by our network ELL Support Staff. ESL teachers will attend network and citywide workshops. After attending these workshops, teachers will provide a brief report that includes: research statistics and strategies or plans that can be implemented immediately and by a future date.

V. Support services provided to LEP students:

The following services are provided:

- Mandated participation to our Extended Day Program (Tuesday, Wednesday, Thursday)
- Saturday Academy
- Academic Intervention Services

VI. Name/type of native language assessments administered (bilingual programs only):

N/A (our school has free-standing ESL only)

ADDITIONAL LANGUAGES

Acholi (ACH)	Ewe (EWE)	Malay (MLY)	Sindhi (SND)
Adangme (ADA)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Afrikaans (AFR)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Akan (AKA)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Algonquin (ALQ)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Amharic (AMH)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Arabic (ARB)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arawak (ARW)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Assamese (ASM)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Aymara (AYC)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Basque (BAQ)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Bemba (BEM)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bengali (BEN)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bhili (BHB)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Brahui (BRH)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Breton (BRE)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Bulgarian (BUL)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Cebuan (CEB)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cham (CHA)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Czech (CES)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Danish (DAN)	Latvian (LAV)	Shona (SNA)	
Dutch (DU)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	

SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

ESL Program Type: X Free-Standing X Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate X ADVANCED

School District: Nine School Building: P.S. 42

Four-45-minute periods of ELA; Four-45-minute periods of ESL; Four-45-minute periods of Math; Four-45-minute periods of Science; and Four-45-minute periods of Social Studies.

***Please note that at these times an ESL teacher will push into the classroom and serve the ESL needs of the ELL students**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	Subject (Specify) Content Area Science	Subject (Specify) Content Area Science	Subject (Specify) Content Area Science	Subject (Specify) Content Area Science	Subject (Specify) Content Area Science
2	From: 9:15 To: 10:00	Subject (Specify) Writing Workshop/AIS push in	Subject (Specify) Writing Workshop/AIS push in	Subject (Specify) Writing Workshop/AIS push in	Subject (Specify) Dance	Subject (Specify) Writing Workshop/AIS push in
3	From: 10:00 To: 10:45	Subject (Specify) Guided Reading ELA and Guided Phonics/Word Study	Subject (Specify) Guided Reading ELA and Guided Phonics/Word Study	Subject (Specify) Guided Reading ELA and Guided Phonics/Word Study	Subject (Specify) Social Studies	Subject (Specify) Guided Reading ELA and Guided Phonics/Word Study
4	From: 10:50 To: 11:35	Subject (Specify) *Reader's Workshop/ESL PUSH IN	Subject (Specify) *Reader's Workshop/ESL PUSH IN	Subject (Specify) *Reader's Workshop/ESL PUSH IN	Subject (Specify) Reader's Workshop	Subject (Specify) *Reader's Workshop/ESL PUSH IN
5	From: 11:40 To: 12:25	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
6	From: 12:30 To: 1:15	Subject (Specify) Art	Subject (Specify) Gym	Subject (Specify) Computers	Subject (Specify) Guided Reading and Guided Phonics/Word Study	Subject (Specify) Science
7	From: 1:15 To: 2:00	Subject (Specify) Content Area Math	Subject (Specify) Content Area Math	Subject (Specify) Content Area Math	Subject (Specify) Content Area Math	Subject (Specify) Content Area Math
8	From: 2:05 To: 2:50	Subject (Specify) Content Area S.S.	Subject (Specify) Content Area S.S.	Subject (Specify) Content Area S.S.	Subject (Specify) Content Area S.S.	Subject (Specify) Content Area S.S.
9	From: 2:50	Subject (Specify)	Subject (Specify) Phonics/Word Study	Subject (Specify) Phonics/Word Study	Subject (Specify) Phonics/Word Study	Subject (Specify)

	To: 3:40		WORKSHOP	WORKSHOP	WORKSHOP	
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	To: 3:40		WORKSHOP	WORKSHOP	WORKSHOP	
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SAMPLE STUDENT SCHEDULE 2010-2011 Bilingual N/A

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: Nine

School Building: P.S. 42

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15					
2	From: 9:15 To: 10:00					
3	From: 10:00 To: 10:45					
4	From: 10:50 To: 11:35					
5	From: 11:40 To: 12:25					
6	From: 12:30 To: 1:15					
7	From: 1:15 To: 2:00					
8	From: 2:05 To: 2:50					
9	From: 2:50 To: 3:40					

***Please note that at these times an ESL teacher will push into the classroom and serve the ESL needs of the ELL students**

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s): 1-5 **Number of Students to be Served:** 93 **LEP** 0 **Non-LEP**
Number of Teachers 10 **Other Staff (Specify)** 2 Educational Assistants

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

High Quality Instructional Title III 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.

In order to supplement the core instructional program, we will provide an additional instructional program for 93 ELL students in grades one through five targeting test preparation for the 2011 NYSESLAT, the 2011 NYS ELA and the 2011 NYS Science Test. The rationale that supports the need for this instructional program is supported by 2010 NYSESLAT, LAB-R and ELA data. Only nine students scored proficiency on the 2010 NYSESLAT. In order to ensure newcomers (those who have been receiving services for 0-3 years and are approaching the English proficiency level on the NYSESLAT) reach proficiency within three years; and to ensure Long-Term ELLs (those who have been receiving services for four or more years) score proficient on the 2011 NYSESLAT, we will offer a Saturday Academy during which students can review content objectives, language objectives, the test format and test-taking strategies. In addition, the 2010 ELA data showed that 68% of the 2009-2010 Third, Fourth and Fifth grade ELL students scored a level one or a level two on the 2010 ELA. Therefore, an additional goal for this instructional program is for those students currently in Fourth and Fifth Grade who scored a one to earn a two on the 2010 ELA, and for those who scored a two to score a three. Third Grade ELL students have not yet taken the ELA, however, their current running record levels show all 26 students require up to one and a half year's growth to reach grade level. The goal for the current Fourth and Fifth Grade ELLs who scored a three on the 2010 ELA is to ensure they will earn a score of three or higher on the 2010 ELA; and the goal for the Third Grade students is to score a two or higher. A third goal for the Saturday Academy is to provide support through vocabulary development for Fourth Grade ELLs who will be taking the NYS Science Test.

This supplemental program, called the PS 42 Saturday Academy, will be held on eight Saturdays during the weeks prior to the aforementioned exams: March 26, April 2, April 9, April 30, May 7, May 14, May 21 and May 29. The Academy will be held for three

hours each Saturday, from 8:30 a.m. to 11:30 a.m., totaling 24 hours for all eight Saturdays. Using the ELA, ESL and Science Standards, 9 teachers will each deliver three hours of instruction using ESL strategies that will scaffold the units and lessons in standard's-based test preparation books. These standard's-based test preparation books will be purchased for use as the core instructional tool for the ELA and NYSESLAT test preparation in the PS 42 Academy. Aside from test preparation books, books will be purchased to increase academic vocabulary to supplement these test preparation lessons.

Academy instructors will be certified in ESL, Bilingual Education or General Education. Of the 9 instructors, one teacher holds ESL certification, one holds Bilingual certification, one holds General Education certification, and a fourth holds dual Special Education and Bilingual certification.

High-Quality 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.

No Title III money is allocated for professional development. Staff development will occur during school hours. Please see "IV Staff Development." The following will be incorporated in the aforementioned professional development workshops as explained under "IV Staff Development." The rationale for the professional development workshops is supported by the ELA and NYSESLAT data mentioned above. In order to plan lessons for the Saturday Academy, teachers attending the professional development workshops will review techniques and strategies for differentiating instruction in order to prepare students for the following 2011 ELA and NYSESLAT. Upon completing these workshops, teachers will have created lesson plans that include ESL strategies to scaffold the units and lessons in standard's-based test preparation books. In addition, these lessons will incorporate the use of lap tops so students can access audio and video instruction found in literacy applications such as Read 180, Brain Pop, and Ticket To Read.

Description of Parent and Community Participation Activity

In order to educate parents and/or guardians of ELLs on the purpose and importance of test preparation, as well as to teach parents and/or guardians how to support and prepare their children at home for exams, PS 42 will provide one General Education teacher and two Bilingual educational assistants to facilitate parent workshops during the PS 42 Saturday Academy.

The workshops will be held on two Saturdays for 90-minutes from 10:00 a.m. to 11:30 a.m. on April 2, 2011, and April 9, 2011. Ninety minutes will be devoted to teaching parents and/or guardians modified instructional strategies that parents and/or guardians can use at home; how to create schedules that support study habits and environments that are conducive to studying; and how to incorporate short periods of quality study when family priorities and events arise. During these 90 minutes, parents and/or

guardians will be given opportunities to develop materials needed for home study. Therefore, in order to implement these workshops, the following supplies will be needed: pencils, paper, notepads, folders, and copy paper.

Form TIII – A (1)(b)
Title III LEP Program
School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	11,973.60 1,439.04	10 Saturday Academy teachers for 240 hours (3 hours of instruction for 8 Saturdays) at \$49.89/hr and 2 educational assistants for 48 hours (3 hours of instruction for 8 Saturdays) at \$29.98/hr
Purchased services such as curriculum and staff development contracts	0	
Supplies and materials	1,980 807.36	<ul style="list-style-type: none"> ○ 110 test prep books at 17.95 each ○ Books to increase academic vocabulary and materials to implement Saturday Academy family workshops
Travel	0	
Computer Hardware	0	
TOTAL	16,200	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

According to the Home Language Identification Survey, CES 42 has found that 81% of the 102 ELLs speak Spanish at home. Within the first 30 days of student's enrollment, CES 42 determines the primary language spoken by the parent of each student. If the language is not English, the school will determine whether the parent requires language assistance in order to communicate effectively with the school. The school maintains a current record of the primary language of each parent and stores information in ATS and on the student emergency card.

To ensure that all parents are included in the school community, all communications are made in English and Spanish. Written communications include but are not limited to centrally and regionally produced critical communications, student specific critical documents, school events memos, translated homework instructions, messages from the principal, and communications from Chancellor Klein. The staff at CES 42 is also reflective of the needs of the community. CES 42 has a bilingual assistant principal, parent coordinator, psychologists, and large percentage of bilingual teachers and support staff. CES 42 also has a parent room with bilingual resources. The large percentage of bilingual personnel ensures that families have access to verbal communication with the school.

To clarify, centrally and regionally produced critical communications include: registration forms, standards and performance such as report cards, conduct and safety information, special education information, and transfer or discharge forms. Student specific critical documents include student-specific information regarding health, safety, legal or disciplinary matters, entitlement to public education or placement in Special Education, ESL, or non-standard program, progress reports, and permission slips/consent forms.

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.

CES 42 is committed to ensuring parents with meaningful opportunities to participate in and have access to programs and services critical to the children's education. A major school goal is to improve family literacy services by providing more parent workshops, take-home resources in the native language of the families, and ongoing support. All these services will be provided in Spanish.

Part B: Strategies and Activities

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

We plan on meeting our written translation services goals by using our bilingual personnel and also ordering outside resources. On a school wide level, CES 42 will allow ample time for in-house school staff (primarily the assistant principal and parent coordinator) to translate school communications. These notices will build a strong base for communicating upcoming school events and important announcements. During parent workshops, Spanish resources will be available to assist in our family literacy initiative and also offer more resources to these families. These will be ordered from an outside vendor. Lastly, on a class level, the ESL teachers have the capacity to use their bilingual skills to make daily communications, homework assignment directions, and all other classroom communications in both English and Spanish.

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

To meet the oral interpretations services goals, CES 42 will use their in-house school staff to meet the needs described in Part A. During parent workshops and school wide events, a translator (in-house staff member) will be present to assist in all communications. During parent conferences, ESL teachers who have Spanish-speaking skills will be able to use those to assist with any language barriers. When the teacher cannot directly serve as a translator himself or herself, other in-house staff will be available for translation (parent coordinator, ESL support staff).

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>.

CES 42 is responsible for providing each parent whose language is not English with written notification of their translation and interpretation services rights. These notifications will be made in appropriate languages. Parent communication in an appropriate language is also part of CES 42's school safety plan. Procedures will be established so that parents in need of language assistance may communicate with school administrative offices without language barriers.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 042 Claremont					
District:	9	DBN:	09X042	School		320900010042

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		

Enrollment				Attendance - % of days students attended:			
<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	34	29	34		92.2	91.7	91.1
Kindergarten	55	73	84				
Grade 1	78	68	75	Student Stability - % of Enrollment:			
Grade 2	86	78	74	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	101	94	91		91.0	90.1	88.5
Grade 4	89	96	86				
Grade 5	82	79	99	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		86.0	93.3	95.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		46	66	65
Grade 12	0	0	0				
Ungraded	0	2	1	Recent Immigrants - Total Number:			
Total	525	519	544	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	8

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	24	11	2	Principal Suspensions	3	7	16
# in Collaborative Team Teaching (CTT) Classes	79	71	108	Superintendent Suspensions	2	4	5
Number all others	28	30	23				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	50	53	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	15	9
# receiving ESL services only	86	92	TBD				
# ELLs with IEPs	1	17	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	7	5	11

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	93.6
				% more than 2 years teaching in this school	64.0	60.4	67.9
				% more than 5 years teaching anywhere	50.0	45.3	56.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	74.0	79.3
American Indian or Alaska Native	0.4	0.4	0.0	% core classes taught by "highly qualified" teachers	90.4	93.9	93.0
Black or African American	45.3	44.1	43.0				
Hispanic or Latino	52.8	53.2	54.6				
Asian or Native Hawaiian/Other Pacific	1.1	1.2	0.9				
White	0.4	0.4	1.5				
Male	53.5	52.6	53.1				
Female	46.5	47.4	46.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	60	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.2	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:	40.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
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

**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 401	District 09	School Number 042	School Name PS 42X
Principal Pat Rigot-Kulow		Assistant Principal Ivette Matos	
Coach Mary Flores-Camacho		Coach Sharon London	
Teacher/Subject Area Wilson Toro/5th Grade		Guidance Counselor Joan Gadson	
Teacher/Subject Area Anna Makatche/4th Grade		Parent Emma Thompson	
Teacher/Subject Area Christa Gesztesi/ESL		Parent Coordinator Oneida Solis	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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

C. School Demographics

Total Number of Students in School	547	Total Number of ELLs	102	ELLs as Share of Total Student Population (%)	18.65%
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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.

1. PS 42 follows the steps according to the NYS LEP Identification Process. First, the Director of Family Support Services, the Parent Coordinator or the School Secretary administer the Home Language Identification Survey (HLIS). A copy of the HLIS is then placed in the student's cumulative record folder. If the home language is English, the student enters the general monolingual education program. If the student's home language is not English, the Parent Coordinator seeks a pedagogue who can conduct the informal oral interview in the parent's native language. Next, within 10 days, the ESL teacher administers the formal initial assessment, LAB-R to the student. If the student scores within the proficiency range as indicated on the LAB-R cut scores, the student is not identified as an English Language Learner or Limited English Proficient (LEP) and enters the general monolingual education program. If the student does not score within the proficiency range as indicated by the LAB-R cut scores, the student is identified as an English Language Learner or Limited English Proficient (LEP) and placed in the appropriate program: a Bilingual Education Program or a Freestanding ESL Program. Regardless of the program, as an LEP student, the student will take the NYSESLAT during the months of April and May, depending on the scheduled exam dates. The LEP student will continue to take this exam until he/she scores a level of proficiency on each language modalities: Listening, Speaking, Reading and Writing.

2. The appropriate program, Transitional Bilingual, Dual Language or Freestanding ESL is chosen based on parent preference and number of students with the same native language in two contiguous grades. First, parents whose children have been identified as LEP students according to the process outlined above in number one will be sent a letter to attend a Parent Orientation. During this Parent Orientation an agenda will be followed that includes: a review of the LEP Identification Process, a video that explains the available programs for LEP students, the Parent Selection and Survey form, and A Guide to Parents of LEP students. Following this, there will be a time for questions and answers. All newly admitted students throughout the year will follow this same process as described above in questions one and two. The first Parent Orientation will occur on Back to School Night in September. Subsequently, throughout the year, parents of newly admitted students will be given an individual Parent Orientation. Upon completion of the Parent Selection and Survey form, a copy is made and placed in the ELL binder for the current school year and the original is placed in the student's cumulative record folder.

3. After a student has been identified as an LEP student, parents are sent the entitlement letters with a tear-off sheet at the bottom to sign. The tear-off sheet must either be immediately returned to the ESL teacher, or they can be delivered to the ESL teacher at the time of the Parent Orientation when the parent fills out the Parent Survey and Program Selection forms. Parents who do not return the signed tear-off sheet indicating they have received the entitlement letter and/or do not attend the Parent Orientation to fill out the Parent Survey and Program Selection form will receive follow-up from the Parent Coordinator, the ESL Teacher, or the student's classroom teacher in the form of phone calls and/or home visits.

4. The ESL teacher reviews the Parent Survey and Program Selection form, as well as the number of students in two contiguous grades who have the same native language. If there are 15 or more students in two contiguous grades who have the same native language, and if the Parent Survey and Program Selection forms filled out by the parents of these students indicate a preference for a Transitional Bilingual Education Program, then a Transitional Bilingual Program will be provided. However, if the numbers indicate a Transitional Bilingual Education Program could be made available, but the Parent Survey and Program Selection forms filled out by the parents of these students indicate a preference for English as a Second Language (ESL) Program, then the students will enter an ESL Program as per parents' written request. During all Parent Orientation meetings, before and after parents watch the video the ESL teacher clarifies the benefits of each program (TBE, Dual Language, and ESL). This question and answer period is provided in Spanish by the Parent Coordinator for parents whose native language is Spanish.

5. In the past three years, 95-100% of parents of newly admitted LEP students have requested ESL.

6. Yes, program models offered at PS 42 are aligned with parent requests.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained		13				12								25
Push-In	9	4	19	26	16	3								77
Total	9	17	19	26	16	15	0	0	0	0	0	0	0	102

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	83	Special Education	17
SIFE	0	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	83		3	19		14				102
Total	83	0	3	19	0	14	0	0	0	102

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

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

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
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
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	14	12	23	13	13								83
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	2	1		1								6
Haitian														0
French			2											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	3	2	3	1								11
TOTAL	9	17	19	26	16	15	0	102						

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. P.S. 42 services its ELL students via a free standing ESL program. Students are grouped according to language proficiency and content knowledge and skill levels. Our ESL program is an academic discipline designed to allow students to acquire English language proficiency within the four language modalities: listening, speaking, reading, and writing. Furthermore, ELL Students are evaluated on content

knowledge and language proficiency. Our ESL services will provide opportunities for ELLs to achieve the same educational goals and standards as the general education student population.

Due to the wide range of language proficiencies in each grade, CES 42 will be using a team teaching ESL push-in and pull-out model for grades K-5. By using highly flexible grouping based on general education and ELL assessment data, including conference notes, students will receive instruction based on their language and academic needs. Instruction will include small group and pair work. ELLs receive all instruction, including content area instruction in English using ESL methodologies (for the required amount of time as determined by their NYSESLAT scores and/or LAB-R).

2. In order to ensure the mandated number of instructional minutes are provided, students are grouped by grade-level and by English language proficiency level. Beginning and intermediate level students receive 360 minutes of English as a Second Language (ESL) instruction on a weekly basis. Advanced level students receive 180 minutes of ESL instruction and 180 minutes of English Language Arts on a weekly basis.

3. All content area instruction is delivered in English. Unit objectives integrate academic language objectives and content objectives. Such academic language objectives include the study of language structures, Tier 2 academic vocabulary and Tier 3 content area vocabulary. The facilitation of discussions is centered on the academic language objectives and further supported by question stems based on Bloom's Taxonomy of Educational Objectives. ESL methodologies and strategies used to deliver the lessons include, but are not limited to: academic and content area language charts, visual aids, realia, Total Physical Response (TPR), and graphic organizers to support the learning of language and content objectives; as well as including activities that incorporate our ELL's life experiences and diverse cultures. The ESL Program aligns instruction to the NYS ESL, ELA, Math and Content Area standards.

4. All English Language Learners (ELLs) in the PS 42 ELL Program, regardless of subgroup, will receive instruction based on language proficiency data from the Rigby ELL Assessment Kit (K-2), which assesses all four language modalities in literacy and content areas, RIGOR (3-5), Fountas & Pinnell running record assessments, PS 42 content area assessments, the NYSESLAT, and the Pearson ELL Periodic Assessment for grades 3-5. Together, the ELLs' classroom and ESL teachers will analyze these assessments as well as conference notes and use them to create goals based on academic and language needs.

A. SIFE students and their families will be introduced to the school community and the ELL Program through an individual orientation meeting with the Parent Coordinator and the ESL Teacher. During this meeting, an explanation of school and classroom procedures will be explained. Primarily, the expectation will be set for the student to complete class work and homework. Also, as outlined in the Title III Instructional Program for PS 42, families will be strongly encouraged to attend the ELL Saturday Academy; and to have their child attend the SCAN/Learn & Lead after school program.

Regarding instructional support, SIFE students will receive an additional period per week of ESL pull-out services to meet their linguistic and academic goals. The pull-out services will provide instruction for no more than three students in one group. Instruction will include Tier 2 academic vocabulary and Tier 3 content area vocabulary and content area concepts introducing upcoming Math, Science, and Social Studies lessons. Lesson plans for these goals will incorporate the same academically rigorous instruction provided to non-SIFE ELLs, and will include appropriate modifications and accommodations as outlined in the student's IEP where appropriate.

B. Upon admission into PS 42, teachers of recently arrived (0 years of service) ELLs who were not born in the United States of America, i.e. have no English language skills in any of the four language modalities, will be provided with a Language Tool Kit (Classroom Language Cards, Spanish-English Cognates, names of their Language Buddy and teachers, and a small gift: a four-color pen). In addition, newcomers will receive one supplemental period each day of beginning level English instruction beginning at the time of each student's enrollment at PS 42. This course will provide a period of instruction around NYS ESL Standards 1, 4 and 5. This period of instruction will be to meet the students' foundational linguistic needs by supporting the development of Basic Interpersonal Communication Skills (BICS) to support communication with the classroom teacher, students and other school staff. The following periods of instruction will continue to incorporate NYS ESL Standards 1, 4 and 5; however instructional focus will incorporate NYS ESL Standards 2 and 3 in order to develop Cognitive Academic Language Proficiency (CALP). Lastly, instructional support in the students' L1 will be provided as needed and as available.

The instructional plan for ELLs who have received 0 years of service, regardless of whether or not they were born in the U.S.A., and ELLs who have received 1-3 years of service will receive more instructional support with oral language development. This support will be provided through Tier 1, 2, and 3 vocabulary instruction, choral repetition, scaffolded language prompts, whole class, small group and pair discussions. Cognitive development in the second language occurs during Pre-Production, the first stage of second language acquisition at the time when the child is developing oral language skills, which include both listening and speaking skills. This stage of second language acquisition sets the foundation on which ELLs develop the academic language required to build reading and writing skills in the second

language. Using the Rigby ELL Assessment Kit, the NYS ESL Standards that specifically address listening and speaking skills, and the Core

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE		
100% 75% 50% 25%	Apart from the aforementioned additional instructional support, as outlined in the Title III Instructional Program for PS 42, families of all ELLs who have received 0-3 years of service will be strongly encouraged to attend the ELL Saturday Academy; and to have their child attend SCAN/Learn & Lead after school program.		
Dual Language			
100% 75% 50% 25%	With the extension of service, the student will continue to stay in an ESL setting in order to be an environment where they can excel academically, and to avoid inconsistency in program instruction. For ELLs who have been receiving services for 4 to 6 years, the ESL and the classroom teacher will review speaking, reading, and writing. Next, together the ELL and the classroom teacher will review Tier 2 and Tier 3 content area vocabulary and Tier 3 content area vocabulary.		
Freestanding ESL			
100% 75% 50% 25%	Apart from the aforementioned additional instructional support, as outlined in the Title III Instructional Program for PS 42, families of all ELLs who have received 4-6 years of service will be strongly encouraged to attend the ELL Saturday Academy; and to have their child attend SCAN/Learn & Lead after school program.		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

D. For ELLs who have been receiving services for 6 or more years, both Tier I and Tier II interventions as well as the ESL academic and language needs will be reviewed by the classroom teacher and ESL teacher, and then by the School Assessment Team. Upon completion of this review process, the academic and language needs will be revised and corresponding objectives will be taught over a six-week-period in small groups with no more than 3 students using the instructional resources from the RIGOR program. After this period, academic and language needs will be reviewed and new objectives will be assigned.

E. Regarding instructional support, ELLs with special needs students will receive three periods of ESL pull-out services during Extended Day class time to meet their linguistic and academic goals. The pull-out services will provide instruction for no more than four students in one group. Instruction will include Tier 2 and Tier 3 content area vocabulary and content area concepts, using the Macmillian/McGraw-Hill Math and Hartcourt Science and Social Studies core curriculum materials, as well as related vocabulary and instructional strategies from the RIGOR program. Lesson plans for these goals will incorporate the same academically rigorous instruction provided to ELLs without special needs, and will include appropriate modifications and accommodations as outlined in the student's IEP where appropriate. Also, as outlined in the Title III Instructional Program for PS 42, families will be strongly encouraged to attend the ELL Saturday Academy; and to have their child attend SCAN/Learn & Lead after school program.

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?

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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Paste response to questions 5-14 here

5. All ELLs, regardless of subgroup, are receiving the mandated ESL, ELA, Math and other content area allotted instructional time. For newcomers and long-term ELLs, instruction will include Tier 2 academic vocabulary and Tier 3 content area vocabulary as well as content area concepts. In addition, for newcomers, lesson preparation will emphasize building background to prepare students for vocabulary and concepts of Math, Science, and Social Studies units. Targeted intervention for content area instruction for ELLs with special needs and SIFE students will be followed as outlined above in the corresponding sections.
6. Students who have reached proficiency on the NYSESLAT will have their literacy and content area academic and language goals reviewed by the classroom and ESL teachers. If ESL instructional support in a subject area is required, the student will be provided with either push-in or pull-out support depending on the students' literacy and content area data.
7. At the end of this school year 2010-2011, programming and scheduling will be reviewed by classroom teachers and ESL teachers. During this time changes will be made to address the instructional needs of newcomers not born in the United States of America, i.e. have no English language skills in any of the four language modalities, and to improve how students will take ownership over achieving their ESL goals. In addition, classroom teachers will review the professional development they received on incorporating ESL strategies, paying particular attention to the incorporation of Academic Language Objectives; and identify new areas of professional development which they feel they need.
8. No programs/services will be discontinued unless numbers of LEP students or parent survey and selection forms indicate a need for a program change.
9. In order to support all our ELL students in reaching high standards, all ELL students are mandated to participate in the Extended Day Program (Tuesday, Wednesday, and Thursday) and are encouraged to join our after school academic and extracurricular arts and sports leadership and enrichment program, SCAN/Learn & Lead; and the PS 42 ELL Saturday Academy.
10. The instructional materials used to support ELLs are: conference notes, small group plans, the Rigby ELL Assessment Tool Kit, Fountas & Pinnell running record assessment materials, the RIGOR program, Macmillian/McGraw-Hill Math and the Harcourt Science and Social Studies core curricula materials, guided reading books, picture dictionaries, vocabulary-picture cards, picture books, academic and content area language charts and realia. In addition, students will be provided with lap tops to access the following websites to support literacy development and content area knowledge: McGraw Hill Acuity (Reading and Math), Ticket-to-Read, RAZ-Kids, Starfall, Brain Pop (and Brain Pop Jr.), Acuity, Sight Words with Sampson, and Uptown Education.
11. The PS 42 ESL Program offers native language support through bilingual teachers and language buddies. Bilingual Spanish-English teachers provide native language support when students are unable to communicate in English in the classroom. Language buddies are also provided for students whose teachers who are not able to communicate in the student's native language, especially in the case of low-incidence languages. Language buddies are students who share the same native language but have an intermediate or advanced level of English and can therefore provide linguistic support for a recently arrived student who has no or limited English language skills. In addition, to support students who are proficient in reading and writing in their native language, and whose native language is not a low incidence language, classroom libraries will contain bilingual dictionaries and books in the student's native language.
12. Yes.
13. Parents and students meet with the ESL teacher and receive the following in the student's native language if possible: tour of the school and student's classroom, an explanation of classroom rules and procedures, the homework policy, an after school program application, and the contact numbers of the Parent Coordinator and ESL teacher.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Teachers will receive staff development in multiple ways to monitor student progress. One way is through individual meetings after administering a pre- and post-assessment in the RIGOR assessment, the ELL Assessment Tool Kit, ECLAS, and running records. The meetings will be between the classroom teacher and the ESL teacher to discuss student progress towards academic and language goals by analyzing class work and assessment data. Secondly, classroom teachers and the ESL teacher will meet on a weekly basis for planning instruction based on the academic and language goals identified using the aforementioned assessments.

In addition to these individual meetings, teachers will meet 10 times during one-two hour Professional Development (PD) workshops. The PD workshops will teach subject matter that will develop teachers' understanding and knowledge of second language acquisition – with particular attention to the PS 42 ELL Program inquiry study on how to scaffold academic language objectives in order for ELLs to develop oral language skills that support literacy skills in reading and writing – ESL instructional strategies, and how to collect and analyze student data and use it to differentiate instruction. Therefore, teachers from grades K-5 will also use this time to collaboratively examine student work, conference notes, assessments, and share ESL teaching strategies that have worked for their students or need improvement. Additionally, ongoing Professional Development which includes instructional support and technical assistance on the latest ELL policies and trends will be facilitated by our network ELL Support Staff. ESL teachers will attend network and citywide workshops. After attending these workshops, teachers will provide a brief report that includes: research statistics and strategies or plans that can be implemented immediately and by a future date.

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

Research confirms that when parents participate in their child's school experience, a child is more likely to succeed. Levels of English language proficiency should not be a barrier for active parent involvement. We are committed to provide every child with the chance to excel academically and to become fluent in English and we are fully aware that parents are key players in order to make this happen for our children. Together with our Parent Coordinator, and our PTA executive members we continually strive to improve the communication with our LEP families. At our orientation session with all parents and our annual "Open House" (early in September-within 10 days of student's enrollment), we provide parents of new English language learners (ELLs) with guidance on how to make the right decision about a program, as well as the "exit rate" from the ELL programs. Our session also inform our parents on state standards, assessments, school expectations. The orientation is provided in English or when necessary the language the parent understands.

In order to educate parents and/or guardians of ELLs on the purpose and importance of test preparation, as well as to teach parents and/or guardians how to support and prepare their children at home for exams, PS 42 will provide one General Education teacher and two Bilingual educational assistants to facilitate parent workshops during the PS 42 Saturday Academy.

The workshops will be held on two Saturdays for 90-minutes from 10:00 a.m. to 11:30 a.m. on April 2, 2011, and April 9, 2011. Ninety minutes will be devoted to teaching parents and/or guardians modified instructional strategies that parents and/or guardians can use at home; how to create schedules that support study habits and environments that are conducive to studying; and how to incorporate short periods of quality study when family priorities and events arise. During these 90 minutes, parents and/or guardians will be given opportunities to develop materials needed for home study. Therefore, in order to implement these workshops, the following supplies will be needed: pencils, paper, notepads, folders, and copy paper.4

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)	4	15	3	14	7	1								44
Intermediate(I)	2	2	8	5	2	5								24
Advanced (A)	3		8	7	7	9								34
Total	9	17	19	26	16	15	0	0	0	0	0	0	0	102

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	4	3	1	4	3	1							
	I		7	2	2		1							
	A	5	4	13	12	8	9							
	P		3	3	8	5	4							
READING/ WRITING	B	4	14	3	13	6	1							
	I		2	7	6	3	5							
	A	5	1	7	7	7	9							
	P			2										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	4	2		12
4	3	5	3		11
5					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	7		4	1	2				14
4	2	1	8		2				13
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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		1	5		4		3		13
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. To assess early literacy skills of our ELLs, we use the Rigby ELL Assessment Kit, Fountas & Pinnell and ECLAS-2. This provides us with data relating to phonetic awareness, sight words, reading accuracy, reading fluency, listening and reading comprehension, and speaking and writing skills. This informs our instructional plan by enabling teachers to instruct students according to listening, speaking, reading, writing and phonemic awareness skills and differentiating within these groups to target specific skills needed to move developmentally along reading and phonics continuums.

2. Each general education grade will have approximately 1-14 ELL students. In 2010, nine students earned a score of proficient on the NYSESLAT. Students who scored proficient had been receiving ESL services for 2-5 years. This exit rate, within 2-5 years, has been consistent for the last three years, with one student, in 2008, scoring a level of proficiency after year of service. Of the nine students who scored proficient on the 2010 NYSESLAT, eight took the 2010 ELA and half scored a level 2 and the other half scored a level 3 on the 2010 ELA. Of the remaining 36 ELLs who took the 2010 ELA, 16 scored a level 2, 11 ELLs scored a level 1 and nine ELLs scored a level 3. No ELLs scored a 4 on the 2010 ELA. Therefore, 75% of ELLs passed the 2010 ELA.

3. The NYSESLAT and LAB-R data consistently show lower scale scores in Reading and Writing indicating more instructional time needs to be devoted to developing academic vocabulary, in particular CALP (Cognitive Academic Language Proficiency).

According to student LAB-R results, of the 17 ELLs who were administered the Kindergarten LAB-R, eight passed. Of these eight students who passed, two had attended Pre-K at PS 42 in 2009-2010. Of the nine students who did not pass the LAB-R, three had attended Pre-K at PS 42, and had scored within 1, 3 and 6 points of proficiency on the LAB-R. Therefore, this evidence could support a possible correlation between attending Pre-K and scoring proficient on the LAB-R. There is another possible correlation between scoring an Advanced or Proficient level on the 2010 NYSESLAT and scoring a 2 or a 3 on the 2010 NYS. Only, three of the 11 ELLs who scored a level one on the 2010 NYS ELA scored Advanced on the NYSESLAT. Therefore, when analyzing the October 2010 and the March 2011 NYSESLAT Periodic Assessment scores administrators could conclude that ELLs who scored Intermediate or below do not have the English proficiency level to score a proficiency level (at least a level 2) on the NYS ELA. As a result, instruction needs to target NYS ESL Standards in order to improve English language proficiency as well as ELA proficiency scores.

5. N/A

6. The success of our ELL program is evaluated based on running record growth, ECLAS-2 growth, and periodic and actual NYESLAT and ELA scale scores.

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)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		