



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 42M

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M042

PRINCIPAL: ROSA CASIELLO O'DAY **EMAIL:** RCASIEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Rosa Casiello O’Day	*Principal or Designee	
Allen Ng	*UFT Chapter Leader or Designee	
Danny Yip	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Cheung Wong	Member/ Parent	
Daisy Caballero	Member/ Parent	
Hee Yon Kim	Member/ Parent	
Yin Peng Trinh	Member/ Parent	
Olga Lipsky	Member/ Teacher	
Alice Chen	Member/ Teacher	
May Wong Lee	Member/ Assistant Principal	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, most students will show at least one year's growth on the ELA and/or DRA, and at least one third will show up to 1½ year's growth, with most students in the lowest third of school performance moving up to the second third.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The School Leadership Team looked at the data-results on the standardized tests i.e. the ELA; results of the DRA and periodic assessments and reviewed findings of the school's Inquiry Teams, Pupil Personnel Team and Academic Intervention Team. We determined that while our school is showing both general performance and individual student progress worthy of an A rating, we need to ensure sustainability of school performance and student growth and need to ensure the progress of a (small) percentage of students who are not meeting the standards and/or not showing sufficient gains.

Schedule portions of the school's budget to support efforts towards raising the level of performance, professional development, academic intervention and parental involvement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

At the onset of the school year, all teachers will continue to toward full compliance with Teacher Team Time/Inquiry Team work in order to review data, monitor progress of students and plan instruction and intervention.

Through TTT/IT work, consultation with the UFT and Coaches, grade committees and formal and informal meetings with teachers, we will plan professional development which supports the faculty in accessing and using data, including results on the DRA, ELA and NYSESLAT and student work samples and observation of classroom performance which gives teachers the opportunity to inform decisions regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities by December of 2011 and in personal, professional growth, as well as in the refinement of general teaching practices aligned with implementation of Core Curriculum/Standards.

Ensure that all classrooms will be equipped with computers and programs for accessing data i.e. ARIS, ACUITY and the Annual Progress Report.

Effectively identify students in need of academic intervention and provide said intervention through extended day programs, push-in/pull-out, team teaching and early intervention i.e. Reading Recovery, educational assistants and reduced ratio of student to teachers.

By January, identify students in need of additional support and provide said intervention through weekend and holiday recess programs.

Provide workshops to familiarize parents with data reports on the school and on their children and with Core Curriculum/Standards, as well as with ways in which they can enhance their ability to serve as teaching partners.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be engaged in activities that familiarize them with accessing data on their children and the school. Workshops will be provided to familiarize parents with the curriculum and with strategies for supporting their children at home. Opportunities will be provided for parents to meet with staff in order to have input and collaboratively plan for success.

(See Attached)

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Collaborate with the networks Haman Resources Liaison in order to seek out most highly qualified teachers.

Attend Hiring Fairs to meet and interview candidates.

Foster relationships/collaborations with universities/programs of teacher education. Welcomes student teachers and education observers, and continue to serve as partners for off-campus/on-school-site teacher education in order to identify and cultivate qualified teachers.

Provide opportunities for faculty to further extended education and to acquire certification in areas of need and for which there is teacher shortage, i.e. TESOL, Bilingual Education and Education of Children with Special Needs.

Identify at least one additional teacher to be trained as a Reading Recovery teacher.

Continue use of the school's Computer Lab as The Data, Inquiry and Training Center for both staff and parents. Schedule opportunities for faculty to meet, study and plan through common preparation periods and substitute teacher classroom coverages.

Help teachers develop skill in involving parents and students in goal setting.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school will articulate with community-based organizations, i.e. The Chinese Planning Council and Immigrant Social Services in order to plan for support and intervention.

By mid-year, staff from CPC will volunteer in classrooms in order to support students, assist teachers and gain insight regarding how to best support students after school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Schedule portions of the school's budget to support efforts towards raising the level of performance, professional development, academic intervention and parental involvement.

Specific FY'12 PS and OTPS budget categories, i.e. Title I and FSF will be used to support our actions/strategies/activities, i.e. substitute teachers for professional development and teacher meeting time; additional staff to reduce teacher-student ration, additional materials, equipment and supplies i.e. classroom libraries, programs and equipment.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, English language learners will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at levels 3

and 4 on the NYS ELA assessment at a level that indicates at one year's growth on the DRA.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Data, including results from the LAB R, NYSESLAT, NYS ELA, DRA, and the Progress Report and data from Teacher Team Time/Inquiry Team work reveals that despite the successes achieved by our school in general, work toward sustainability and towards supporting students who have been identified as not making sufficient gains so that they may achieve standards. More specifically, while 4th grade ELL's showed progress on the DRA and other local means of assessment, none achieved a level of 3 or 4 on the ELA and about 39% of our 5th graders achieved a level of 3 or 4 on the ELA.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

At the onset of the school year at least one of our Teacher Teams will be dedicated to the instruction of English Language Learners. Their work will include targeting students for intervention and support, planning effective instruction and informing decisions regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

Means of identifying students, some of the services which will be provided, including specific organizational, staffing and extended day programs are addressed in detail in the school's Language Application Policy and Title III Plan.

We will provide additional staff to support ELL's and reduce the ratio of students to teacher i.e., additional Bilingual classes, ICT Bilingual and/or ESL classes, and Push in-Pull out Teachers for ESL or Native Language support.

By October and throughout the year, we will provide cultural experiences that foster integrated teaching/learning, facilitate understanding and language development and increase parental involvement (in keeping with research that informs best practice and effective programs for ELL's) theatre arts, collaborations with museums and other institutes for content-based/in-depth studies (*Studio-in-a-School, the Guggenheim, Midori and Friends, Chen Dancers, Architecture Foundation, etc.*)

Provide interactive, authentic and multisensory learning environments that facilitate understanding and language development. Increase the number of English level and age level books and materials in the classroom.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

(See Attached)

Ensure participation of families in experiential activities and events, inside and outside of the classroom.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The school will collaborate with the Network's Human Resources Director and universities and attend hiring fair in order to attract HQT, as defined by NCLB. Teachers will engage in professional development activities in the school and as provided by the CFN and the Central DOE and at the universities. Teachers will be encouraged and supported in enrolling in courses in TESOL and in obtaining accreditation/certification, including license extensions in TESOL.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school will collaborate with community-based organizations to provide resources and services to ELL's and their families.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Specific FY'12 and OTPS budget categories i.e. Title I, Title III (see attached Title III Plan) and FSF will be scheduled to support our actions/strategies/activities, including required percentages for parental involvement and professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 all classrooms will reflect differentiated, project-oriented instruction in accordance with assessed needs, abilities/strengths and interests and in accordance with Common Core Curriculum.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Review of the School's Progress Report, parent, faculty and student information from surveys, feedback from Teacher Teams/Inquiry Teams and classroom inventories reveal that in order to help all students meet State Standards and for the school to support every student and achieve implementation of the Core Curriculum/Standards, we must engage in assessment-driven, differentiated instruction.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

By October of 2011 The School Leadership Team, Parent Advisory Committees and Teacher Teams will review the strengths, successes and needs of our students and of our school and make informed decisions regarding programs and materials that engage students in rich, project and collaborative process-oriented curriculum and develop student-centered, interactive learning environments which stimulate inquiry, understanding and student ownership.

From the onset of the school year, teachers will conduct assessment and planning for differentiation.

Coaches, mentors and administration will collaborate with staff in setting instructional goals.

From the onset of the school year, all teachers will engage in activities that help them include students in setting individual and classroom goals.

The Principal, Assistant Principal and Coaches will visit classrooms regularly to monitor success in differentiated instruction.

By mid-year, all classrooms will reflect inquiry-conducive, student-centered, multi-interest teaching and learning.

By November of 2011, students will be engaged in organized activities for student leadership. Student "Teams" will have input on decisions regarding instructional programs, goal-setting, school environment and nutrition and which will serve to help students make connections and engage in problem-solving and life-related/authentic learning.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

(See PIP Template)

Also, engaging activities and events will be planned that include parents.

Throughout the year, through formal surveys and channels, i.e. the SLT and PTA, and informal means, input and feedback will be obtained from parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The school will collaborate with the universities and Network’s Human Resources Director and participate in Hiring Fairs in order to attract HQT.

From the onset of the school year, teachers will participate in meetings and professional development activities that support their work in student assessment and planning for differentiation and for implementation of Core Curriculum/Standards.

The Principal, Assistant Principal, Coaches and Teachers will collaborate in setting group and personal, professional goals.

Teachers will be encouraged to attend workshops and conferences and enroll in courses toward accreditation/certification in specialty areas, in keeping with requirements under NCLB.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school will utilize violence prevention programs, seek Federal and State funds, i.e. “Race to The Top” in order to support students and staff in a differentiated instructional program that is aligned with Core Curriculum/Standards.

We will collaborate with community-based organizations to provide supportive after-school programs that the “whole child” and serve as resources to families.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FY'12 PS and OTPS budget will be used to achieve this goal. They include percentages scheduled to professional development, as stipulated under Title I, etc.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	
Mathematics	
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 203	District 02	Borough Manhattan	School Number 042
School Name Benjamin Altman School			

B. Language Allocation Policy Team Composition [?](#)

Principal Rosa Casiello O'Day	Assistant Principal May Wong Lee
Coach Adriana LaRaja	Coach Patricia Lynch
ESL Teacher Kevin Zeng, Bil. Chi./ESL	Guidance Counselor Rachel Yip Leung
Teacher/Subject Area Shuk Wong, ESLGrade 1	Parent Danny Yip, PTA President
Teacher/Subject Area Rowena Li, ICT Bil. Ch.	Parent Coordinator Mary Chan
Related Service Provider Mei Chan, Bil. Ch. Speech	Other Linda Eng-York, Bil. Sp. SETTS
Network Leader Dan Feigelson	Other Hui Ling Chen, ICT Bil. Ch.

C. 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	6	Number of certified bilingual teachers	13	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	6		

D. School Demographics

Total number of students in school	807	Total Number of ELLs	282	ELLs as share of total student population (%)	34.94%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Part II: ELL Identification Process

When students are first enrolled, trained personnel who speak English as well as Chinese and Spanish conduct intake, initially through an informal assessment which includes questions regarding home language and prior schooling. Parents are provided with the Home Language Identification Survey in English and in the native language of the parents, which the parents complete and submit to the school personnel.

School staff (Licensed Pedagogue) used the HLIS to determine the language(s) of the home and student. Then the child is administered the Language Assessment Battery-Revised (LAB-R) to establish English proficiency level.

Where results of the LAB-R indicate that a child is an English Language Learner, but dominant in Spanish, then the LAB-R in Spanish is administered to determine language dominance.

Those students who score at or below proficiency on the LAB-R are identified as eligible for mandated services. Parents are notified of their children's eligibility (or non-eligibility) and provided with information both verbally and in writing i.e. Entitlement and Non-Entitlement Letter, regarding the different options they have and placement services are provided for students in keeping with the informed parent's choice.

In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency and whether or not the student continues to qualify for ELL services.

Structures are in place at the school to ensure that all program choices, including programs available at other schools (particularly the closest possible) i.e. bilingual Spanish, because numbers of Spanish-speaking ELL's at our school are, on average, approximately 0 to 2.

Trained staff, including a bilingual Chinese-speaking Parent Coordinator, family-assistant, educational assistants, school aides and parent volunteers, overseen by the bilingual Chinese-speaking Assistant Principal, and bilingual Spanish-speaking teacher, pupil accounting secretary, overseen by the bilingual Spanish-speaking Principal, assist with registration at the beginning of and throughout the school year.

At the initial point of student enrollment, intake is conducted with parents and they are provided with all information needed to make informed choices. An orientation meeting then takes place at the beginning of the year during which parents are informed of mandates and services and options regarding ELL students. Parents watch a DVD in their dominant language and obtain translated brochures

provided by the Office of ELL's. Trained bilingual Chinese and Spanish-speaking staff present the information, answer questions and assist parents in making choices. Parents are encouraged to view classes to gain better insight of programs. Programs are planned with information obtained, and students are placed according to parent choice and program availability.

Then throughout the year, the school provides information through one-on-one meetings, in person and on the phone, and informational packets. Among the staff involved in communications with parents are the ELL Coordinator/Push-In/Pull-Out Teachers, the Parents Coordinator, Teachers, Family Assistants, the Principal, the Assistant Principal, Guidance Counselors, IEP Teacher, School Psychologist, School Social Worker and Special Education Service Providers, all of whom are trained in delivery of services to ELL's and all of whom are fluent in either Chinese or Spanish.

Each spring ELL's are retested with the NYSESLAT. Parents are notified (in their native language) of NYSESLAT outcomes and program eligibility before the beginning of the next school year (through the Entitlement or Non-Entitlement letter). ELL's that continue to score below English proficiency continue to be entitled to ELL services. ELL's scoring at or above proficiency level are transitioned into Monolingual English classes but continue to receive bilingual or ESL support for up to a year. Students are in bilingual classes who have scored at or above proficiency level and whose parents wish them to remain in bilingual classes may do so depending on availability.

The Parent Coordinator, ELL Coordinator, Principal and Assistant Principal use the Assurance Checklist at the beginning of the year and throughout the year to ensure adherence to mandates, information to parents and delivery of services to ELL's.

Our school ensures that entitlement letters, Parent Survey, and program Selection forms are distributed at the beginning of the year including at the orientation along with information packers. They are collected by the ELL Coordinator and Parent Coordinator. The Parent Coordinator uses the survey portion of the notification to ensure outreach and communication with ELL parents and that this communication is timely. The ELL Coordinator and the Parent Coordinator complete the Assurance checklist, which along with Parent Survey and program Selection Forms as well as other paperwork on ELL's are filed in the main office of the school and are accessible at all personnel who are involved in serving ELL's.

If a form is not returned, the parent Coordinator, ELL Coordinator or Family Worker follow up and contact is made to secure the form. If a form is not secured, the default program is Transitional Bilingual Education.

While placement of students reflects parental input, the criteria used for placement of identified ELL's is as follows. The LAB-R is administered at initial enrollment and the NYSESLAT is given each testing period until a student scores at or above proficiency level. Generally, Non-English speaker or emerging English speakers are placed in Transitional Bilingual Chinese classes. Children who are communicative but not yet proficient in English i.e. intermediate or advanced are placed in Freestanding ESL classes. The Bilingual Chinese Push-In/Push-Out teacher provides ESL, Native Language Arts and content are instruction in the native language. The ESL Push-In/Pull-Out teacher provides ESL instruction. Bilingual Chinese Teachers provide Push-in/Pull-Out instruction in ESL, as well as academic intervention in ESL or Bilingual Chinese to targeted groups. In addition, ELL's who have special needs receive services through our bilingual Chinese or Bilingual Spanish SETTS teacher as well as from our Bilingual Service Providers i.e. Speech, Hearing and O.T. We also have 1 self contained Bilingual Chinese early childhood class.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is as follows: Close to 50% of the parents request ESL, i.e. in 2010-2011 the ratio was approximately 145 out of 297; in 2011-2012 about 140 out of 282. More specifically, the majority of parents of non-English ELL's opt for bilingual education. Most parents of students with beginning levels of English proficiency, which include in reading and writing opt for Bilingual instructional programs.

The program models offered at our school are aligned with parental requests. This is assured through various forums, committees teams and other meetings and conferences, including the LAP Team, the School Leadership Team, School Inquiry Teams, UFT Consultation Team, Parent Advisory Committee and Pupil Personnel Team.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No	If yes, indicate language(s): Chinese
Dual language program	Yes	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	286	Newcomers (ELLs receiving service 0-3 years)	257
SIFE		ELLs receiving service 4-6 years	25
		Special Education	29
		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	118		19	11		5				129
Dual Language										0
ESL	138		2	15		5				153
Total	256	0	21	26	0	10	0	0	0	282

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			
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
Chinese	56	25	6	17	5	19								128
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	56	25	6	17	5	19	0	128						

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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	1				1	1								3
Chinese	25	27	24	0	8	10								94
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	26	27	24	0	9	11	0	97						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Programming and scheduling Information

Instruction is delivered in the following organizational model in priority order:

Transitional Bilingual Classes, including self-contained special education and Integrated Collaborative Team Teaching,,,,; Free-standing ESL, Push-In/Pull Out ELA, NLA and content area in native language and academic intervention in ESL, NLA, ELA and content area in native language.

Bilingual and ESL classes are primarily organized with students of similar proficiency levels, when possible, and heterogeneously, when the former model is not possible. Also instruction in ELA and content areas is provided through Team Teaching on a given grade.

Staff is organized according to identified levels of students and provided with data on the students as well as information regarding instruction services required for those students. Mandated instructional minutes in ELA, ESL and NLA are provided through Bilingual and Free-Standing ESL classes, Push-In/Pull-Out programs, ESL and ELA through specialty area programs and team-Teaching on grade.

This year, our school has hired four new teachers - one certified Special Education with bilingual Chinese Extension, one certified ESL; and two certified Special Education with ESL Extension. We have served ELL's through a variety of means as described in this document. Additional support is provided by Chinese and Spanish Bilingual educational assistants, student teachers and America Reads and Counts University students. Every effort is being made to recruit and hire additional Bilingual Chinese and/or ESL Certified Teachers for next year.

Determinations regarding the number of instruction minutes in ESL (specifically), NLA, ELA and content area instruction in native language are made according to mandates of NYS CR Part 154. Instructional approaches used include balanced literacy, inquiry-based instruction, English Language Approach, Total Physical Response, Readers and Writers Workshop in English or in Native Language as based on the needs of the student, center-oriented and experiential learning and integrated learning.

Differentiation of ELL subgroups is provided through organization models and approaches described above as well as through cooperative and group individualized project-oriented instruction. In addition to results of LAB-R, NYSESLAT and state tests, local

A. Programming and Scheduling Information

assessments such as

ECLAS and DRA as well as school, grade and class assessments are administered. Work samples and student performance are studied by faculty as individuals, as a grade and on School Inquiry Teams to plan differentiated instruction.

Students who are in the SIFE group are assessed individually, formally and informally, and instructional programs are provided according to assessed needs include Bilingual Chinese class, Free-standing ESL class, Push-In/Pull-Out Native Language, Academic Intervention ESL, NLA

and ELA, Team-Teaching on Grade and Extended School day Programs in ESL, ELA and content area i.e. Math.

ELL's in US schools less than 3 years primarily receive Bilingual Chinese instruction in NLA, content area instruction in Bilingual Chinese classes, or through Push-In/Pull-Out, Academic Intervention, Grade Team-Teaching or Extended Day Programs in which a specific focus for students who have been in the English Language School System at least one year and who must take the ELA will be in English Language Arts.

The dominant instructional plan for ELL's receiving service for 4 to 6 years in ESL and ELA; students who are identified as requiring additional support will receive academic intervention during the school day as well as in extended day.

The dominant instructional plan for Long-Term ELL's, those who have completed 6 years, is ELA with techniques that support ELL's.

ELL's identified as having special needs are provided with Bilingual self-contained classes, Bilingual Integrated Collaborative Teaching Classes, Chinese and Spanish Bilingual SETTS teachers, Bilingual Chinese/Special Education Academic Intervention Teacher, Bilingual Chinese and Bilingual Spanish Guidance Counselors and Bilingual Chinese Service Providers.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

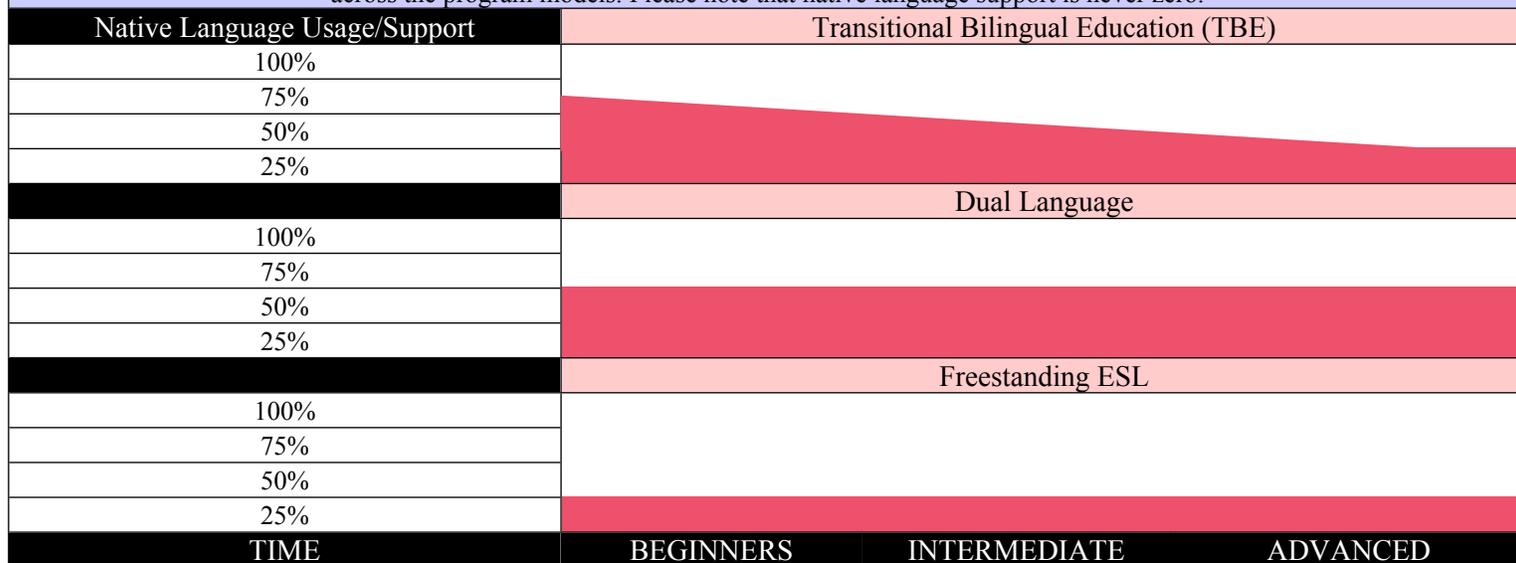
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. How do you ensure that ELL students are fully integrated into the school community?

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Program and Schedule Information - Continued

Targeted Intervention programs for ELL's in ELA, Math and other content areas are provided according to identification of needs, including classification in ELL subgroups and with information provided through Inquiry Team work. ELL's of 0-3 years receive intervention with bilingual support staff with ample use of the native language and ESL. ELL's of 4-6 years receive intervention with ESL techniques,

decreasing amount of native language and increasing amount of differentiated support in ELA and content areas. ELL's who have completed 6 years receive intervention with EXL techniques as well as increased and differentiated support in ELA and content areas. Bilingual support is provided when needed. Students who reach proficiency in NYSESLAT receive continuing transsitional support for at least 2 years. All instruction reflects techniques, strategies that support second language learners i.e. authentic learning experience excursions, interactive activities, language development through the arts and collaborations with outside agencies. All teachers participate in professional development in teaching ELL's.

This year we will have continue our programs of dance, music and theater which will help develop language and cultural appreciation and which will support learning in the content areas. We will increase our collaboration with a local institution, the Museum of the Chinese in the Americas to support both newly arrived ELL's and transitional ELL's in language acquisition and learning in the content areas, including mathematics.

ELL's are afforded equal access to all school programs through scheduling , and grade/collegial planning. ELL's attend the normal Extended Day Program as well as the supplemental Title III program.

Instructional materials, including technological equipment and software are provided through normal school budget as well as through grants and Title III funds. These materials include smartboards, document cameras, desktop computers and laptops. All students have access to these materials. They are also used to differentiate instruction to targeted sub-groups of ELL's, as well as in ELA, math and toehr content areas.

Native language is continually used with all ELL's in decreasing amounts, as determined by careful assessments of students. While native language is not an intergral part of the ESL self-contained class, Chinese-speaking and Spanish-speaking teachers, as well as native language-speaking specialty area teachers and service providers use native language support for individual students when needed. Required service support and resources correspond to ELL's ages and grade levels.

Collaborations with community-based organizations provide programs that assist newly enrolled ELL students before the beginning of the school year. Support of this kind is also provided to newly enrolled early childhood students and their families through workshops and referrals

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

1.
 - Student Groups focusing in the ELL Student
 - Distribution and discussion of professional literature focusing on the ELL student.
 - Workshops: Teachers College, Hunter College BETAC, Network Study Groups
 - In-school Workshops - Technology
 - Math Leaders
 - Literacy Coaches
 - provide support and Professional Development in the Specialty areas
 - Intervisitations within school and to other schools
 - Speakers ex. Network all key people
 - Collaborations with Universities
 - NYU Tesol
 - CUNY Brooklyn College
 - CUNY Hunter College
 - CCNY
 - Teacher's College
 - Collaborations with Cultural Institutions
 - ex. Guggenheim Museum
 - Museum of Chinese American
 - Eldridge Street Synagogue
 - Studio In a School
 - Midori
 - American Ballroom Theater
 - H.T. Chen Dancers
 - Lower East Side Tenement
2.

Support for Staff to assist ELL's in the transition for Middle School.

 - Professional Development meeting at District level for staff involvement in the Middle School process.
 - Parent Coordinator assists in scheduling visits to schools.
 - Staff accompanies parents and students to school visits.
 - Translation services are provided in different dialects.
 - Intervisitation arranged for teachers to visit target Middle Schools.
 - DOE key people invited in to speak to parents, students and staff about Middle School choices.
 - Workshops for parents to help them become familiar with technology to access information about their children and the school.
 - Workshop for teachers to assist them in the Middle School process.
 - Guidance Counselors and other service providers hold workshops to help parents and students make informed choices, especially our students with special needs.

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3.

Professional Development Data

Collaboration with teaching artist/sharing experiences

Grade Meetings - looking/discussing professional literature

Inquiry Team Work - the teaching of ELL's

Faculty Conferences

Per Session Afterschool Workshops -

Math Leaders

Literacy Coaches

Collaboration with highly qualified educational consultants such as BETAC

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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?

1. a) Ongoing orientations and meetings
 - for newly admitted students
 - grade orientations
 - for information regarding language allocation policy and core standards
 - Student assessments and curriculumb) Even Start Family Literacy program
 - ESL classes
 - training for work world
 - interactive learning with their early childhood childrenc) Teacher Artist Collaborations with apretns
- d) Ongoing technology workshops for parents
- e) Ongoing workshops focusing on needs of ELL Families
 - Health
 - Nutrition
 - Technologyf) Collaborations and visits to cultural institutions
2. Cornell University - Nutrition Program for Parents
University Settlement - English Instruction
 - Early Child
 - Technology Workshops
 - Family ServicesNYU Dental school - Health and Hygiene
YMCA - Social Services
Immigrant Social Services - Social Services
Chinatown Planning Counsel - Social Services
NY downtown Hospital - Screening Services and referrals
Henry Street Settlement - Early Childhood Development
 - Social Services
 - Family ServicesStudio In a school
3. Surveys
PTA Meeting
School Leadership Teams Meetings
Language Application Policy Team
Parent Coordinator
4. The parent involvement activities are planned after consultation with PTA Board Members, School Leadership Team, parent Coodinator input, and School Consultation Committees and teachers.

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)	70	17	14	8	5	9								123
Intermediate(I)	0	50	8	14	3	5								80
Advanced (A)	0	9	27	11	17	15								79
Total	70	76	49	33	25	29	0	0	0	0	0	0	0	282

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	3	1	0	0	2							
	I	0	37	5	1	3	2							
	A	1	29	39	14	6	13							
	P	0	3	1	13	14	9							
READING/ WRITING	B	2	11	3	3	3	4							
	I	1	33	4	14	3	5							
	A	0	12	18	11	17	16							
	P	0	16	21	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	18			20
5	7	4	7		18
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		5		12	3	1		19
5			8		16				24
6									0
7									0

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

NYS Science

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

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

Paste response to questions 1-6 here

Part V Assessment Analysis

Assessment tools used to assess early literacy skills of Ell's include Fountas and Pinnel, DRA and Reading Recovery Early Intervention screening. This year, ECLAS has been replaced with TCRWP Benchmarks. Data from these tools reveal Reading levels as well as ability and proficiency in different aspects of reading and writing , including vocabulary, literal and inferential comprehension. This data helps inform the school's instructional plan including organization of students, planning of lessons and collaborations and in determining staffing, including mentorship and professional development and activities of professional development and activities of parental involvement and support.

Data patterns across proficiency levels, (on the LAB-R and NYSESLAT) and grades reveal an increase in student performance in Speaking Parts. Students still require additional support in Reading and Writing Parts.

Examination of student results reveal greater success with literal comprehension, except where there is greater use of challenging, content-based bacobulary or giures of speech. Upper grade ELL's who are newcomers fare better in tests taken in native language as ooposed to in ESL. Upper grade ELL's who have been in the English Language School System at least 2 years fare better on tests taken in English.

Results also reveal that some cases ELL's fare better on the ELA than on the Reading and Writing components of the NYSESLAT.

School Leadership and teachers using the results of the ELL Periodic Assessments to monitor student progress, check-in on teaching strategies and evaluate practices, plan instruction and professional development and inform conferences and planning with parents and with students. The native language is used to facilitate understanding, transfer skills and abilities and support learning in the content areas.

Success of our programs for ELL's is determined by results on the aforementioned assessments, state tests in ELA, Math and Science, classroom observations, examination student performance, as seen in observations and work samples and surveys of faculty and parents.

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL 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?
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 - 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.

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Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosa Casiello O'Day	Principal		10/26/11
May Wong Lee	Assistant Principal		10/26/11
Mary Chan	Parent Coordinator		10/26/11
Kevin Zeng	ESL Teacher		10/26/11
Danny Yip	Parent		10/26/11
Rowena Li	Teacher/Subject Area		10/26/11
Shuk Wong	Teacher/Subject Area		10/26/11
Adriana LaRaja	Coach		10/26/11
Patricia Lynch	Coach		10/26/11
Rachel Yip-Leung	Guidance Counselor		10/26/11
Dan Feigelson	Network Leader		10/26/11
Linda Eng-York	Other <u>Bil. Sp SETTS</u>		10/26/11
Mei Chan	Other <u>Bil. Ch. Speech</u>		10/26/11
Hui Ling Chen	Other <u>Bil. Ch. ICT</u>		10/26/11
Allen Ng	Other <u>Tech/UFT</u>		10/26/11

CEP

Appendix 3: Translation & Interpretation

Part A - Needs Assessment Findings

1. The means used to assess needs in written translation and oral interpretation include but are not limited to review of data obtained from the Home Language Information Survey and DOE Language Preference Letter; the Environmental Survey and the Progress Report; surveys conducted through the school, PTA ; and feedback from the Parent Coordinator and the SLT.
2. The major findings of our school's written translation and oral interpretation needs reveal that the vast majority of our parents are Chinese speaking (of 3 dominant dialects – Mandarin, Cantonese and Fujianese) and non-English speaking. A very small percentage of our parents speak English. There is a small percentage of Spanish-speaking parents, most of whom are communicative in English, but not proficient. Two of our Spanish-speaking parents are extremely limited in English one can understand and speak some English the other cannot communicate in English at all. These findings are reported through the faculty, at PTA meetings. Feedback is also provided to the community through the members of the SLT and through our liaisons in the community-based organizations.

Part B – Strategies and Activities

1. All correspondence to parents is provided in English and in the dominant language(s) of the school. Most translations are provided by in-house school staff such as the Parent Coordinator, parent volunteers, and community-based organizations (Printing of documents that are voluminous is conducted through an outside vendor).
2. Most oral interpretation services in the school are provided by in-house school staff, parent volunteers and volunteers from the community-based organizations. Oral interpretation services include discussions at PTA meetings, participation at parent workshops, Parent-Teacher Conferences, workshops for parents, i.e. use of technology to review student data (ARIS), etc.
3. In keeping with Chancellor's Regulation A-663 written and oral parental notification, translation/interpretation will be provided in the primary languages of the families. Translation and interpretation is provided by staff for all correspondence and communication between the school and the family, including throughout each day – in the administrative office(s), at admission and dismissal, in classrooms and in the medical room. All information or documents provided by the DOE are distributed in a timely manner. As needed, parents are consistently assisted in communicating with the school or other branches of the DOE. For example, a non-English speaking parent who can only write in Chinese will be assisted in obtaining translation to a letter for any branch of the DOE. Signs in the prominent covered languages of the school are conspicuously posted i.e. safety procedures, student and parent rights, including regarding translation, interpretation services and mechanisms for obtaining assistance.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 42	DBN: 02M042
Cluster Leader: Dan Feigelson	Network Leader: Mariano Guzman
This school is (check one): ✖conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✖After school ●Saturday academy ●Other:
Total # of ELLs to be served: 72 Grades to be served by this program (check all that apply): ✖K ✖1 ✖2 ✖3 ✖4 ✖5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: <u>6</u> # of certified ESL/Bilingual teachers: 4 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Title III Program at P.S. 42 will provide a high quality innovative language instruction program which will supplement and support existing programs and services provided by other funding sources. There will be an after- school program that meets twice a week for two hours each session from November to May for approximately 20 weeks. The programs will immerse students in authentic learning experiences which stress oral communication and reading and writing in various genre, particularly in non-fiction. The program will be content area-based and integrated around topics or themes. It will use neighborhood resources, visual arts, performing arts and hands-on activities to deepen understanding of the topics studied during the school day and build vocabulary. It will use a multi-sensory approach in order to facilitate comprehension and promote expression and cooperative learning. It will be child-centered and focused on individual interests, strengths and needs (these needs will be determined by review of results on the LAB for newly admitted students and the NYSESLAT). Differentiation will be more readily achieved because of the small group size-not more than 12 students per class.

There will be six classes – one on each of three levels of English for lower grades, Kgn. to Grade 2 and one on each level of English for Grades 3 & 5. The instruction in English language literacy will be provided by licensed Bilingual Chinese or ESL teachers. They will work in cooperation with a teacher who is trained in Reading Recovery/Early Intervention; one who is trained in Art Education and one who is trained in Cultural Arts, particularly in Chinese Art and culture. (All of the specialty area teachers are also Bilingual Chinese.)

The students will be visiting the cultural institutions, and other businesses in the community, such as the Lower East Side Tenement Museum, the Eldridge Street Synagogue, and other museums, the multicultural retail and wholesale stores and distributors and suppliers. They will videotape, take photographs, draw what they observe and conduct interviews.

Parents will participate on neighborhood walks. The teachers will engage the children in discussions focused on what is being observed and heard. Consultants from neighborhood resources and community based organizations such as, Henry Street Settlement and the Museum of the Chinese in the Americas will present to the classes and teach teachers how to engage students in process and product oriented activities. For example, the early grade students will observe people who are in service to the community or who have businesses in the community and conduct interviews. They will prepare skits and other musical presentations that reflect the different cultures of the community. They will construct alphabet books, photo albums, and informational text of varying genre. They will create skits, puppets and props that dramatize the topics they are learning i.e. – in Kindergarten – the family, in first grade – the community, in 2nd grade – New York. Upper grade students (3 to 5) will also use technology

Part B: Direct Instruction Supplemental Program Information

to prepare pictorial documentation, including PowerPoint presentations on CDROMS.

The program will extend and supplement the core program. For example, our school already works with various community resources. The Title III program will extend and expand that work to include differentiated projects. Our school has collaborations with museums and programs such as Midori and Friends. We will adapt the basic methodology of these programs but extend them to include students who are in all grades and who need the additional support that is in native language, with ESL techniques and to include parent education.

The anticipated outcomes will include observable improvement of student performance in reading and oral and written language as well as problem solving ability and proficiency across the curriculum. There will also be an increase of approximately 2% in the number of students on or above level in the ELA, State Math and Social Studies Tests and the NYSESLAT

Part C: Professional Development

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

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

Begin description here: Introduction

The core professional development program for teachers/administrators of ELL students at PS 42 consists of 2 part time literacy coaches and 1 Teacher/Coach for math who work in classrooms, conduct workshops and study groups, and coordinates intervisitations.

There is also an ELL Compliance and Performance Specialist. Teachers engage in study groups, lesson study intervisitations within the school and off-site, participate in school workshops, planning sessions, and at regional and citywide institutes in teaching literacy, math, social studies and science both during the school day and after school. There are teacher leaders in the school for literacy, math, science and social studies who model best practices and support colleagues. Our school participates in the numerous collaborative for the improvement of teaching and learning, including with universities, such as NYU.

Proposed Professional Development Program

The Title III Program will provide teachers who are serving ELL's the opportunities to learn effective teaching practices and strategies that meet children at their linguistic, academic, social, and cultural

Part C: Professional Development

entry points. Teachers will learn how to use community resources, to engage students in interactive, and challenging learning activities that address the whole, individual child while fostering community. They will learn how to build language through engaging, authentic learning experiences. They will participate in professional development including intervisitations at the school and off site. Teachers will participate in this year's national conference of TESOL. Teachers will engage in study groups, lesson study with teacher trainers and highly qualified educational consultant/staff developers. They will discuss professional literature that will be provided and engage in curriculum development and planning. Substitute teachers will be provided so they can be free for intervisitations.

Description of Parent and Community Participation –Explain how the school will use Title III funds to increase parent and community participation ELLs

Parental Community Involvement

The core parental involvement activities for parents of ELL students includes ongoing orientations and meetings for numerous purposes, such as, for newly admitted students, for each grade at the opening of the school year, for information regarding the language allocation policy and State Standards, student assessments and curriculum. We provide services and workshops with school experts and community-based organizations for Family Literacy, training for the work world, interactive learning with early childhood children and referrals and resources that enhance parent involvement.

Part D: Parental Engagement Activities

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

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

Begin description here: The Title III Program will provide ESL instruction focused on nonfiction and content areas particularly based on the topics being studied by their children. Instruction will be provided by 2 teachers on different levels of proficiency. The approach will now include a focus on engaging all in authentic learning experiences and specific topics of curriculum around which language can be developed and problems can be solved. Parents will see models of read aloud, accountable talk, dramatization and oral and written responses. They will make books and create puppets, props and other realia. With the support of the family worker, parents will participate in workshops and conduct

Part D: Parental Engagement Activities

visits that help them use the native language to support literacy at home, as well as engage in activities that develop English language proficiency. Parents will be provided with books, audio tapes, and other supplies and materials.

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Part E: Budget

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

Allocation Amount: \$35792

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	29,765.96	Instructional: Afterschool Program for ELLs (teachers) * (hours) * (sessions) * (per session rate with fringe) 6 teachers x 4 hours x 20 weeks x \$49.98 = 23,990.40 Professional Development: Study Group (teachers) * (hours) * (sessions) * (per session rate with fringe) 7 teachers x 1 hour x 8 weeks x 49.98 = 2,798.88 Per Diem Substitute Teachers to Allow for Inter-visitations 6 substitute teachers x 1 day x \$159.62 = \$957.72 Parental Outreach: •(Family Worker) * (hours) * (sessions) * (per session rate with fringe) 1 Family Worker x 2 hours x 10 sessions x \$20.98 = \$419.60 •(teachers) * (hours) * (sessions) * (per session rate with fringe)

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$35792

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		2 teachers x 2 hours x 8 sessions x \$49.98 = \$1,599.36
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	1200.00	ESL & Instructional Curriculum - Rigby \$1,200.00
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	4730.00	Theme-based non-fiction for six (6) classes=\$2,000.00 Journals, CD's & CD players, paper markers, crayons, chart, photo albums, chart paper, etc. for 10 classes=\$530.00 Books for Study Group = \$500.00 Refreshments, etc. for parents = \$500.00
Educational Software (Object Code 199)		
Travel	\$1, 296.40	Admission Costs/Metrocards for Cultural Institutions, Events for students, parents, teachers = \$1,296.04
Other		
TOTAL	\$35,792.00	