



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _PS 142 M THE AMALIA CASTRO SCHOOL_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M142 _____

PRINCIPAL: RHONDA LEVY _____ **EMAIL:** RLEVY4@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: DANIELLA PHILLIPS _____

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
Rhonda Levy	*Principal or Designee	
Levette Esperon	*UFT Chapter Leader or Designee	
Dru Pena	*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	
Judy Dunne	Member/teacher	
Sobeida Gutierrez	Member/parent	
Stuart Pyle	Member/teacher	
Mary LaGrua	Member/teacher	
Marisa Chavez	Member/parent	
Latima Peele	Member/parent	
Joanne Oquendo	Member/parent	

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.
 1. By June 2012, the Reading proficiency level of Students With Disabilities in grades 3 - 5 will increase by 5% on the NYS-ELA exam.

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.

2011 ELA test data indicate that PS 142 did not meet its Annual Yearly Progress in the area of Special Education. Only 5.9% of Special Education students scored at or above grade level on the 2011 ELA test.

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.

Activity #1

Professional Development

- Network Director of Special Education Instruction Ellen Rice will provide both in-classroom support as well as Professional Development sessions for newly-formed ICT partnerships and teachers in self-contained classrooms
- Training in intervention programs (eg Great Leaps) will be provided by the SETSS teacher for paraprofessionals, student teachers, NYU America Reads volunteers and NYU Stern Business School volunteers to support one-on-one tutoring in special ed classrooms
- Professional Development in Differentiation of Instruction will be provided by Goldmansour and Rutherford for a minimum of two Special Education teachers
- Special Education School Improvement Specialist (SEIS) Barbara Turner provides in-classroom support on a weekly basis for teachers in self-contained and ICT classrooms.

Target Population: Teachers, paraprofessionals, NYU America Reads volunteers and student teachers servicing students with disabilities.

Responsible Staff Members: Principal, Assistant Principal, SETSS specialist

Implementation Timeline: Sept 2011 – June 2012

Activity #2

Development of school-wide behavior plan

- Plan will provide consistent responsive measures to major and minor infractions occurring in the classroom, lunchroom, playground and hallways.
- A Behavior Intervention Team will meet every other Monday and will develop a consistent, school-wide behavior plan with support from the STOPP team and Mary Shamon, network Guidance specialist
- The Principal, Assistant Principal, School Psychologist, Guidance Counselor, one Special Education and one General Education teacher will be trained in Response To Intervention and Therapeutic Crisis Intervention by the District 75 STOPP team
- Collection of data to support team in identifying areas of concern
- Development of spreadsheet to document minor and major infractions
- Turnkey training in RTI and TCI will be provided to all staff
- The Child Mind Institute will collaborate with PS 142 to provide selected Kindergarten and First Grade teachers with training in TCIT (Teacher-Child Interactive Therapy)
- School-aides trained in Major/minor infractions by STOPP team; trained in playground activities/games by Asphalt Green.

Target Population: All student population, particularly students with disabilities; administration, teachers, school aides, paraprofessionals

Responsible Staff Members: Principal, Assistant Principal, Network Specialist, AIS/PPT team

Implementation Timeline: Sept – December 2011

Steps for including teachers in decision-making process

- Teacher team to devise major/minor infraction checklist
- Teachers to reach consensus on uniformity and consistency in enforcing matrix of behavior plan

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.

- School will host curriculum meetings by grade to clarify academic expectations
- Resources for Children with Special Needs, Inc. provides workshops for parents of children with disabilities
- Parent workshops on Common Core standards
- Title I parent meeting
- School distributes parent handbook that is translated in three languages
- Parents are trained in how to use ARIS parent link
- Upper grade teachers provide workshops on test-taking strategies
- Assembly programs, attended by parents, mainstream Regular and Special Education students

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.

100% of teachers are highly qualified**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.

- School invites parents from Head Start (located on PS 142 third floor) to participate in Inquiry Study museum in grades K and 1
- State-funded Pre-K program provides workshops for all families on topics such as “Good nutrition, good health,” “Stress Management Techniques” and “Students Transitioning to the Next Grade”
- PS 142 teachers and representatives of Community-based organization Educational Alliance will collaborate on NYC Department of Youth Services grant proposal for federal after school grants

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.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, and Contract for Excellence funds to implement this action plan from Sept. 2011 – June 2012 as indicated below:

- Teachers College Professional Development in Literacy
- Inquiry Study with Renee Dinnerstein
- Librarian

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, the Math proficiency level of Fourth and Fifth grade African American and Hispanic males will increase by .25 (from 2.76 to 3.01) on the NYS Math Exam.

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.

NYS Test Data indicate that seven out of ten African American males scored less than 50% correct multiple choice responses on the 2011 NYC Math Exam. Hispanic males, while passing 50% in the multiple choice area, scored only 47% in the Long Format section of the NYS Math Exam. PS 142's 4th and 5th grade African American and Hispanic males lag behind the city average for African American and Hispanic 4th and 5th grade males by .5 (2.76 – 3.26).

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.

Activity #1

Professional Development

- Network Math Specialist Carol Mosesson-Teig will provide PD for 4th and 5th grade teachers in the Common Core Learning Standards for mathematics.
- Network Data Support Personnel will facilitate in supporting teachers in analyzing math data to drive instruction.

Target Population: 4th and 5th grade teachers

Responsible Staff Members: Principal, Assistant Principal, Network specialists

Implementation Timeline: December 2011 – February 2012

Activity #2

Programs to assist students in acquisition of mathematics

- The ELL teacher will support an ELL math group of 4th and 5th grade male ELL students who are struggling with math, focusing particularly on writing stamina and literacy required for the long format section of NYS Math test
- NYU Stern Business tutors will work with small groups/individual students to address deficiencies shown by data from NYS Math exam

Target Population: 4th and 5th grade African American and Hispanic males

Responsible Staff Members: Principal, Assistant Principal, ELL teacher, classroom teachers, NYU tutors

Implementation Timeline: February - April 2012

Steps for including teachers in decision-making process

- Teachers will select students for tutoring program and will determine content for tutoring sessions

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.

- School will host curriculum meetings by grade to clarify academic expectations
- One fourth grade and one fifth grade teacher will host a math workshop for parents to understand components of the NYS Math exam
- Parent workshops on Common Core standards
- Parents are trained in how to use ARIS parent link

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.

100% of teachers are highly qualified

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.

- PS 142 teachers and representatives of Community-based organization Educational Alliance will collaborate on NYC Department of Youth Services grant proposal for federal funding for an after school STEM program

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.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, and Contract for Excellence funds to implement this action plan from Sept. 2011 – June 2012 as indicated below:

- Science Teacher
- 4th and 5th Grade class size reduction

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, 70% of current 1st and 2nd Grade ELLs and 50% of 1st and 2nd Grade ELL newcomers will be reading at or above grade level as measured by Teachers College Reading Assessment.

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.
ELL students considerably lag behind their peers in the NYS ELA exam: While the percentage of Level 1 students overall dropped 3.3% to 10% in 2011, 28% of English Language Learners scored a level 1. There is a need to build a strong linguistic foundation by targeting first and second grade ELL students before they reach the testing grades.

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.

Activity #1

Professional Development

- Classroom teachers of ELLs will attend ELL workshop days at Teachers College
- Teachers of ELLs will attend a full-day workshop: "Training in Assessment-based Phonics and Phonemic Awareness"
- Literacy Specialist Renee Dinnerstein provides PD in the vocabulary-rich Inquiry model
- Network ESL Specialist Caihua Huang will provide PD and support for ESL and classroom teachers

Target Population: Teachers of ELLs, ESL teacher

Responsible Staff Members: Principal, Assistant Principal, Network Specialist, ESL teacher, Teachers College Staff Developers, Renee Dinnerstein

Implementation Timeline: Sept 2011 – June 2012

Activity #2

Programs to assist ELLs in literacy

- ELL Saturday Academy (ELL and cluster teachers)

- Extended day early morning support (small group instruction)
- Computer-based math program (Mind Research) 3x per week assists students in math literacy

Target Population: 1st and 2nd grade ELL students

Responsible Staff Members: Principal, ESL teacher, classroom and cluster teachers of ELLs

Implementation Timeline: Sept 2011 – June 2012

Steps for including teachers in decision-making process

- LAP team assists in compiling Language Allocation Policy
- AIS-PPT team meets with classroom teachers and ESL teacher to determine AIS services.

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.

- School will host curriculum meetings by grade to clarify academic expectations
- ELL parent orientation
- Title III Saturday Academy final presentation/assembly
- School distributes parent handbook that is translated in three languages
- Inquiry Study museum at end of each Inquiry unit in grades 1 and 2

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.

100% of teachers are highly qualified

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.

- School invites parents from Head Start (located on PS 142 third floor) to participate in Inquiry Study museum in grades K and 1

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.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, and Contract for Excellence funds to implement this action plan from Sept. 2011 – June 2012 as indicated below:

- Teachers College Professional Development
- Literacy Specialist Renee Dinnerstein
- ELL Saturday Academy

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	1	1	N/A	N/A				
1	42	42	N/A	N/A				
2	47	47	N/A	N/A				8
3	41	41	N/A	N/A				15
4	61	61	8	0			2	15
5	49	49	0	10			1	20
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	<input type="checkbox"/> Great Leaps, Earobics, Lexia, HeadSprout Entire 1st grade and Kindergarten receives Foundations. Read Naturally, Grades 3 and 4, small groups Starfall,. Grades K and 1 Foundations Level 2- small groups Grades 2-3-4 Great Leaps for students in grades 2-5. Flocabulary for students in grades 2-5. Guided Reading in grades 1-5
Mathematics	<input type="checkbox"/> Everyday Math pre-K-5; Math Navigator for Math AIS at risk in upper school. Mind Research computer math program for grades 2-3 Small group work in grades one and two.
Science	<input type="checkbox"/> Focus on literacy skills related to reading about and communicating scientific ideas FOSS
Social Studies	<input type="checkbox"/> Grades K-2 inquiry study/word work Grades 3-5 Flocabulary/word work

At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	small group, 1 on 1
At-risk Health-related Services	small group

**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. PS 142 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;

PS 142'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, PS 142 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;

PS 142 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

PS 142, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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 promptly 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: ___01m142_ **School Name:** _ Amalia Castro _____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

2011 ELA test data indicate that PS 142 did not meet its Annual Yearly Progress in the area of Special Education. Only 5.9% of Special Education students scored at or above grade level on the 2011 ELA test.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Activity #1

Professional Development

- Network Director of Special Education Instruction Ellen Rice will provide both in-classroom support as well as Professional Development sessions for newly-formed ICT partnerships and teachers in self-contained classrooms
- Training in intervention programs (eg. Great Leaps) will be provided by the SETSS teacher for paraprofessionals, student teachers, NYU America Reads volunteers and NYU Stern Business School volunteers to support one-on-one tutoring in special education classrooms
- Professional Development in Differentiation of Instruction will be provided by Goldmansour and Rutherford for a minimum of two Special Education teachers
- Special Education School Improvement Specialist (SEIS) Barbara Turner provides in-classroom support on a weekly basis for teachers in self-contained and ICT classrooms.

Activity #2

Development of school-wide behavior plan

- Plan will provide consistent responsive measures to major and minor infractions occurring in the classroom, lunchroom, playground and hallways.
- A Behavior Intervention Team will meet every other Monday and will develop a consistent, school-wide behavior plan with support from the STOPP team and Mary Shamon, network Guidance specialist
- The Principal, Assistant Principal, School Psychologist, Guidance Counselor, one Special Education and one General Education teacher will be trained in Response To Intervention and Therapeutic Crisis Intervention by the District 75 STOPP team
- Collection of data to support team in identifying areas of concern

- Development of spreadsheet to document minor and major infractions
- Turnkey training in RTI and TCI will be provided to all staff
- The Child Mind Institute will collaborate with PS 142 to provide selected Kindergarten and First Grade teachers with training in TCIT (Teacher-Child Interactive Therapy)
- School-aides trained in major/minor infractions by STOPP team; trained in playground activities/games by Asphalt Green.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Title I funds have been allocated to the following staff members and agencies to provide Professional Development for the 2011-2012 school year:

- Teachers College Professional Development in Literacy - \$22,800 Teachers College works with teachers in all Self-contained and Integrative Co-teaching classrooms on teaching literacy
 - Inquiry Study with Renee Dinnerstein - \$8,100 (Project-based learning approach for students approaching the testing grades)
 - Assistant Principal Jaime Szymanski meets twice a month with Inquiry teams by grade level, studying Common Core Learning Standards and looking at student work.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Network Director of Special Education Instruction Ellen Rice will provide both in-classroom support as well as Professional Development sessions for newly-formed ICT partnerships and teachers in self-contained classrooms
 - Professional Development in Differentiation of Instruction will be provided by Goldmansour and Rutherford for a minimum of two Special Education teachers
 - Special Education School Improvement Specialist (SEIS) Barbara Turner provides in-classroom support on a weekly basis for teachers in self-contained and ICT classrooms.
 - Network ELL Specialist Caihua Huang provides support for PS 142 ELL teacher Victoria Bader in working with ELLs with disabilities
 3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A letter will be sent out in all languages spoken by PS 142 families (English, Spanish, Cantonese, Arabic), explaining PS 142's status as a School In Need of Improvement and the steps being taken to improve the delivery of effective instruction for students with disabilities. This letter will go home to all parents, not just the parents of the students who are in the demographic targeted (ELA-Students with Disabilities).

**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 Charles Amundsen/Dan Feigelson	District 01	Borough Manhattan	School Number 142
School Name Amalia Castro			

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

Principal Rhona Levy	Assistant Principal Jaime Szymanski
Coach n/a	Coach n/a
Teacher/Subject Area Alexis McClelland/First Grade	Guidance Counselor Robyn Shapiro
Teacher/Subject Area Stuart Pyle/Music	Parent Dru Pena
Teacher/Subject Area Victoria Florsheim/ESL	Parent Coordinator Jackie Munoz
Related Service Provider Suzanne Levine/ SETSS	Other Janet Decastro
Network Leader Dan Feigelson	Other type here

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

D. School Demographics

Total Number of Students in School	394	Total Number of ELLs	47	ELLs as Share of Total Student Population (%)	11.93%
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Part II: ELL Identification Process

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

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

1. Initially, English Language Learners are identified by the Home Language Identification Survey (HLIS) in their native language, which is administered to all students who enter the Department of Education for the first time. A trained pedagogue (ESL teacher Victoria Florsheim) is present throughout registration along with bilingual school aides and paraprofessionals to assist with translation if needed in completing the HLIS. In addition to the HLIS, informal interviews are conducted, in their native language as well as English, to ensure that all students are appropriately screened. The English as a Second Language teacher/coordinator determines, based on the HLIS, whether the newly admitted student's home language is English or another language. The LAB-R is administered by ESL teacher Victoria Florsheim, assisted by school psychologist Janet DeCastro (Spanish LAB only) to determine the skill level at which the child speaks English only if the student is identified as a speaker of a language other than English. This is based on the HLIS responses. Students are then placed in the appropriate program based on the results of the LAB-R tests. Due to the fact P.S. 142 offers only an ESL program, students are temporarily placed in an ESL class based on the hand scored LAB-R, until the parent orientation is conducted where parents are then asked to complete a Parent Selection Survey. All students are identified and tested within ten school days from the date of admission. Within ten school days of the student being tested, the parent orientation and student placement then take place. All eligible students take the New York State English as a Second Language Achievement Test (NYSESLAT) in the month of May. These students will take the NYSESLAT annually until they gain sufficient proficiency in English to participate in an English only program. Those students who did not receive a score of proficient in all four modalities of the previous year's NYSESLAT (New York State English as a Second Language Achievement Test) and all newly identified speakers of other languages at P.S. 142 are identified as English Language Learners (ELLs). The NYSESLAT scores are also used as a gauge to determine individual students' progress and to reveal specific instructional needs and strategies necessary in assisting the student in obtaining English language proficiency. When compiling the push-in/pull-out schedule, the ESL teacher uses the NYSESLAT to assist in creating groups that will benefit the needs of the students. Students already in the system are grouped in strategy groups based on the scores of the NYSESLAT. In addition, groups are based on students' language proficiency levels and school grade. For example, ELL students who scored at the advanced levels of the NYSESLAT receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. ELL students who score at the beginning and intermediate levels receive 360 minutes of ESL of instruction weekly. ESL curriculum and instruction is designed based on the Science and Social Studies Scope and Sequence, Common Core Learning Standards and on the needs of the students after analyzing the students scores on the NYSESLAT within the four modalities: Speaking, Listening, Reading, and Writing. In order to recognize that the students are making gains every year and to determine the necessary steps that a classroom teacher and ESL teacher will need to take to guide the student towards proficiency, we look at the NYSESLAT scores across the board as well. Depending on the modality the student excels in, we will customize the instruction, for example: if students are proficient in reading and writing but are intermediate in listening and speaking, the instruction is primarily focused on building listening and speaking fluency but will also include reading and writing instruction.

2. The Parents of English Language Learners (ELL) are notified of their child's eligibility for ESL services by letter in their native language. This letter also serves as an invitation to the Parent Orientation. A parent orientation is scheduled for September; Entitlement letters are sent home informing them of entitled services and an invitation to the Parent Orientation. The purpose of the orientation is to inform the parents of ELLs about the three programs that are offered in the New York City Department of Education.

At the orientation meeting, the parents watch a video in their native language which explains in depth the different kinds of programs available city-wide. In addition, the ESL teacher informs the parents about the objectives and materials of the ESL program at our site, never revealing until the parent survey is completed that we only host a freestanding ESL program. At the orientation meeting, the ESL teacher explains the three types of programs available: Bilingual services, Dual Language Classes, and Free Standing English as a Second Language. Following the presentation from the ESL coordinator/teacher, parents are provided with brochures explaining in detail what each program entails; these brochures are printed in multiple native languages. Frequently, our parents opt out of Bilingual services or Dual Language Classes, and elect to participate in our Freestanding ESL program. After watching the video provided by the Department of Education and listening to our information session, and before they complete their Parent Program and Selection Survey, the parents are given the opportunity to ask questions about the programs offered in the NYC school system.

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

If parents of ELL learners indicate a preference for Freestanding ESL as a program choice. The students remain in their classroom, and receive additional support with academic subjects such as Readers/Writers' workshop, Mathematics, Science, Social Studies, and language acquisition strategies with the Pull-Out model. In addition, Push-In ESL services can be provided when there are several students in the same classroom eligible for ESL. Other options explored were not feasible such as Bilingual classes because there were insufficient numbers of families interested in such a program. It is required to have 15 or more students who speak the same language in one or two consecutive grade levels in order to form a bilingual program. It is the parents choice and they are informed of transfer options; they are provided with a list of schools with those other programs (Bilingual and Dual Language).

3. Entitlement letters are sent home to inform the parents of students who are entitled to receive ESL services; this happens within the first week of school for continuing students and within the first ten days of registration for newly enrolled students. In order to confirm that **This school serves the following grades (includes ELLs and EPs)** clearly information concerning the services the child will receive in the upcoming school year, return a slip of paper that is attached to the letter sent home, which is the Continued Entitlement Letter. **Check all that apply** 6 7 8 9 10 11 12 translated into the families' native language. There is a slightly different letter process for a newly enrolled student: they receive an Entitlement letter, along with Program Parent Selection Forms; all of these items are sent prior to a parent orientation session where there will be translators available to assist the parents with their surveys. It is imperative that the ESL teacher/coordinator has obtained the Program Selection Form and Survey, so parents are requested to return the completed and signed items at the orientation. If parents need some time to consider the program options they are asked to return the forms within a week of the ELL Parent Orientation. If forms are not returned the parent coordinator and the ESL teacher/coordinator will establish communication with the parents via phone calls, greeting the parent at drop-off or pick-up times and/or resending the Program Selection Forms via mail or in the students' backpack. If we are unable to obtain contact with the parent of the student within a week of the letter being sent home then the student should be placed in a Transitional Bilingual Education (TBE) Program by default. Since the school does not offer a TBE program, students will be placed in the ESL program.

4. Parents are given background information on all programs that the New York City Department of Education offers as services for their child to excel in English - this is the ELL Parent Brochure, available from the DOE in all parents' native languages. After all the information is dispersed and a parent decides to place their child into Transitional Bilingual Education or a Dual Language Program, we assist them in finding the appropriate placement for the student based on a few criteria. P.S. 142 provides parents with a list of programs around the city that house these programs at their school and inform them that due to their selection, they have the option of transferring to a school with that program. All lists and communication interaction with parents are always written in English and in their native language. Parents are then given the opportunity to decide where they would like their child to attend school; they typically choose a program based on the student population and the location of the school in proximity to their homes. If a parent opts for their child to participate in the freestanding ESL Program, the child is then placed in the appropriate classroom for their grade level. We attempt to group all the ELLs at each grade level into one classroom for effective delivery of services. In this classroom ELLs receive additional academic supporting subjects such as: Readers and Writers workshop, Mathematics, Science, and Social Studies. In addition language acquisition strategies are provided with the pull-out/push-in ESL Program that is offered at P.S. 142. The parent of the ELL is notified that their child will receive ESL instruction. This notification is in letter form. This letter is called the Placement letter; a continuing students and a new student receive a letter in their native language. The new student receives an Entitlement Letter and the continuing student receives a Continuing Entitlement letter. The students are placed in groups based on their English language proficiency level, which is determined by what the student scored on the NYSESLAT and the LAB-R. The amount of time a student is serviced throughout the school week is based on their proficiency level: for Beginner and Intermediate students they receive 360 minutes per week. Advanced students meet with the ESL teacher for 180 minutes a week. All letters sent home are in their native

language and contain a tear away slip so parents can return a signed document, which ensures that they have read and understood what is occurring with their child.

5. At this time P.S. 142 only offers an ESL program due to the limited numbers of ELLs in two consecutive grades to establish a dual language or Transitional Bilingual Program. Looking at previous years we have noticed a trend of parents choosing for their child to attend an ESL program. For the current year we only had four parents who needed to fill-out the Parent Surveys and they all chose ESL as their first choice, primarily because a lot of students have siblings in the program and this is a tight knit community of parents. In the past we have had a small percentage of parents choose the Transitional Bilingual Program (TBE) for their child, these parents chose to keep their students at P.S. 142 rather than transferring to a school that houses the TBE program.

6. Within our parent population they generally rank ESL as their first choice. Less than 10% of the parents chose TBE, unfortunately P.S. 142 cannot accommodate these parent choices. There are not enough students in two consecutive grades who speak the same language to be able to set up a TBE program. P.S. 142 offers a question and answer session during the Parent Orientation where parents have the opportunity to ask questions about each of the programs and options that are available to them and their children. In the future, if there is an adequate number of students (15 or more) in a single language and in two consecutive grades whose parents desire a TBE program, P.S. 142 will apply to the NYC Department of Education to create a TBE program at the school in order to accommodate parents' choices and students' needs.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	47	Newcomers (ELLs)	35
Special Education	9		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	35	0	6	9	0	3	3	0	0	47
Total	35	0	6	9	0	3	3	0	0	47
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	8	2	7	8								28
Chinese	2	4	2	1	1	1								11
Russian														0
Bengali														0
Urdu														0
Arabic					2	1								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other	0	2	1	1	1	0								5
TOTAL	4	7	11	4	11	10	0	47						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1a. The freestanding English as a Second Language Program at P.S. 142 has traditionally followed a push-in/pull-out model. The push-in model is utilized to support the classrooms where there is a concentration of ELL students who hold the same proficiency levels. Beginner and Intermediate proficiency levels are provided with 360 minutes per week of ESL instruction and support. Students who are at the advanced level of proficiency are serviced for 180 minutes a week. The pull-out model runs on the same time frame but within both models the ESL teacher is collaborating with the classroom teacher at all times.

1b. Every effort is made to accommodate the needs of the student's level of proficiency. The majority of the ESL groups are heterogeneous in which there are mixed proficiency levels among the grades. If necessary, there is one newcomer group which is ungraded but only if these students are functioning below their grade level and have limited or no English or any native language literacy foundation. The groups and schedules are designed based on two main criteria, which are: language proficiency and grade level. Most of these groups are pulled in a certain timeslot from their general education classes and offered ESL instruction in a separate classroom. The push-in groups receive a timeslot similar to the pull-out groups, where the ESL teacher will become part of the general classroom for the allotted period. Classes are only made push-in when the ELL population in the class has close or the same proficiency throughout. Group design is to allow for differentiation of instruction within a group, with an emphasis on partner work, active engagement, and inquiry studies in the lower grades (K-2).

2a. Students are grouped and serviced according to their NYSESLAT or LAB-R levels. Students at Beginner and Intermediate levels receive 360 minute of ESL instruction a week. Students functioning at an Advanced level receive 180 minutes of ESL instruction per

A. Programming and Scheduling Information

week. Advanced students also receive additional English Language Arts (ELA) instruction in the general classrooms. P.S. 142 does not have a Native Language Arts program but compensates for this by providing Native Language support - this is done by the ESL teacher. Bilingual books and various types of dictionaries are provided to the students. Many books based on culture are included as well. Currently, there are two push-in groups where there are similar proficiency levels, the ESL teacher pushes-in as much as the mandated minutes require and this is usually done during reading and writing workshop periods. Special Education students who are part of the ESL program and who are not at a high level of proficiency in English receive a bilingual paraprofessional in addition to being part of a push-in or pull-out group.

3. The push-in and pull-out system at P.S. 142 follows thematic units as the approach to educating ELLs; these units allow the students to have access to content while working on language. This strengthens the students' English to allow transfer of knowledge and language to give opportunities to participate in the classrooms. Thematic units are based on the New York State Science and Social Studies scope and sequence and are beginning to incorporate the Common Core Learning Standards. All instruction is given in English but students may respond in their native language if they do not have the English capability. They are given support by their peers, visuals, bilingual books and various types of dictionaries. These supports are put in place especially for the newly arrived ELLs.

4. P.S. 142 has implemented a system for newly enrolled students who need to be appropriately evaluated in their native language. The initial meeting of the student and pedagogue is based around an informal interview where the student is questioned in their native language via a translator. Questions include: biographical information, personal information, and academic background in their native country. Additionally, once enrolled the Spanish LAB is administered to Spanish speaking students, which allows their classroom teacher and ESL teacher to gauge what level they are academically in their native language. All students are asked to write a short paragraph in their native language telling us about themselves and their home country. An additional form of evaluation is asking the student to read a short excerpt from a book in their native language. Throughout the entire evaluation process there is a translator present if needed to assist in creating a comfortable environment and an efficient evaluation process.

Through these informal assessments, classroom and ESL teachers can see at what level the student is functioning in their native language. Based on what we obtain from these evaluations, we can place the students appropriately and understand the students' academic background.

5.

a. Presently, there are no SIFE (Students with Interrupted Formal Education) students enrolled in our program. When SIFE students are enrolled in our school, we differentiate instruction based on their language proficiency level and their grade level. The school provides additional support to these students with AIS (Academic Intervention Services), Extended Day and the Title III program, which is provided on six Saturdays out of the year. These programs support them in their reading and math with modifications provided by the teacher. Our Saturday program is geared toward the unique needs of the ELL population at our school. In addition, students receive additional support in the twice weekly 50 minute remediation program.

b. Students who have been in the program for less than three years are considered our newcomers. Their main focus is expressing themselves in a clear manner, which is why we focus on developing oral language but not excluding reading and writing. Some of the strategies are based on the students prior knowledge such as: cognates, realia, multiple visuals and TPR (Total Physical Response). Many of these activities have the students touching, seeing and feeling the language in order to enhance their vocabulary - this in turn creates a good foundation for academic language. Students are also provided with English language development support through the Extended Day and the Title III programs to improve their vocabulary and reading comprehension. These programs are arranged in a small group setting and aligned with the ELA standards to assist newcomers in becoming better prepared for the ELA (English Language Arts) testing that they are required to take within a year of being in the U.S.

c/d. Those ELLs who have been receiving ESL services for 4-6 years and long-term ELLs will also be invited to participate in the Title III Saturday Academy, which is designed to help these students with reading and writing specifically. The students who are still in ESL due to their reading and writing scores on the NYSESLAT receive AIS from a teacher who pulls them out in small groups to enhance their reading comprehension and writing strategies through programs such as Foundations where they are given explicit phonics instruction. Through small group instruction based on content, students will work on fluency because at this stage they have language comprehension; their academic language needs to be fine tuned. Instruction based on content, strategy groups and process writing will enhance their ability to become readers and writer of English. Lastly, students will practice and review their test taking skills to alleviate any bad habits they may have formed over the years.

6. Special needs ELLs will receive differentiated instruction and those who have no English language background will receive a bilingual paraprofessional as per their IEP (Individualized Education Plan) to provide native language support and assist in second language development. Teachers of ELL-SWDs follow students IEPs in regards to academic and language goals for individual students and mandated services that these students are obligated to receive. These students also receive SETSS (Special Education Teacher Support

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?

8. Although we have set up intervention programs for ELLs in ELA, Math and Science, they are all provided in English. Special needs students who are not proficient in English are provided with a bilingual paraprofessional as per their IEP. ELLs are provided with bilingual glossaries and a variety of bilingual dictionaries in content areas such as Science and Social Studies. At P.S. 142 the ESL instruction includes reading comprehension, reading and writing strategies, speaking and listening skills through small group instruction and thematic units. These thematic units are based around the New York Science and Social Studies Standards and the Common Core Learning Standards.

9. ELL students who receive a score of proficient on the NYSESLAT continue to receive transitional support. The ESL teacher and the classroom teachers consistently collaborate to discuss students' progress. Students who are proficient still receive the testing accommodations that were provided to them as ELLs, in order to transition them into testing without full-time ESL support. The student is monitored in their use of academic language and receives continuous support through Extended Day and Early Morning Academy.

10. As an improvement plan for the upcoming school year, P.S. 142 has added a new program through the Child Mind Institute, which will be addressing behavior in students up to and including first grade. By participating in this program, there is hope that while students are learning language foundation they will stay on track and focus, in turn creating an environment that will carry on through the grades.

11. P.S. 142 does not plan to discontinue any programs or services for ELLs for the upcoming school year.

12. All of our ELLs at P.S. 142 are afforded equal access to all of our school programs. ELLs participate in Extended Day and Early Morning Academy. These Extended Day programs include ELA Test Preparation, where students are given strategies to be successful in testing and to enhance their English language development. Our Title III program is designed around the inquiry model, where our ELLs can guide us in content while we assist the students in reading strategies through computer-based programs, Readers Theater and guided readings. In addition we include library research skills, music and art skills. ELLs are encouraged to participate in extracurricular activities including: the dance program, Rosie's Broadway Kids, Student Government, Baseball Team, Running Club, field trips, After 3 Program (including the annual play) and the Recycling Club.

13. Another method of support is via instructional materials within the ESL program. The students are provided supplemental materials based on the content that is being covered in the classroom - these materials may be bilingual books and dictionaries, literature at various levels and an ELMO (document camera). In the general classrooms, students have access to Smartboards, computers and engage in computer based literacy activities.

14. P.S. 142 only houses a freestanding ESL program and within this program ELLs receive Native Language support through visuals, repetition, bilingual books and various dictionaries. Students are also encouraged to write in their native language as a form of expression to allow them to participate in their own way. ELLs who require special assistance or have special needs also may receive support through a bilingual paraprofessional.

15. An ELL student's English proficiency does not always correspond with their grade level but services and support is geared toward their appropriate grade and language level. It is made sure that the content is always grade appropriate but at the students' reading level.

16. Prior to the start of school parents are contacted by the Parent Coordinator with a newsletter and some pamphlets welcoming new parents to our school. Parents are encouraged to come visit the building and are invited to take a tour before the first day of school at P.S.

142. Two parent orientations are held at the beginning of the year, on different dates and times, with refreshments. Translators are always provided and parents are encouraged to ask questions. Project Jumpstart enables our school to identify newly enrolled students and invite them to the building to receive a tour of our facilities and the program.

17. At this time, P.S. 142 does not offer foreign language electives.

B. Programming and Scheduling Information--Continued

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

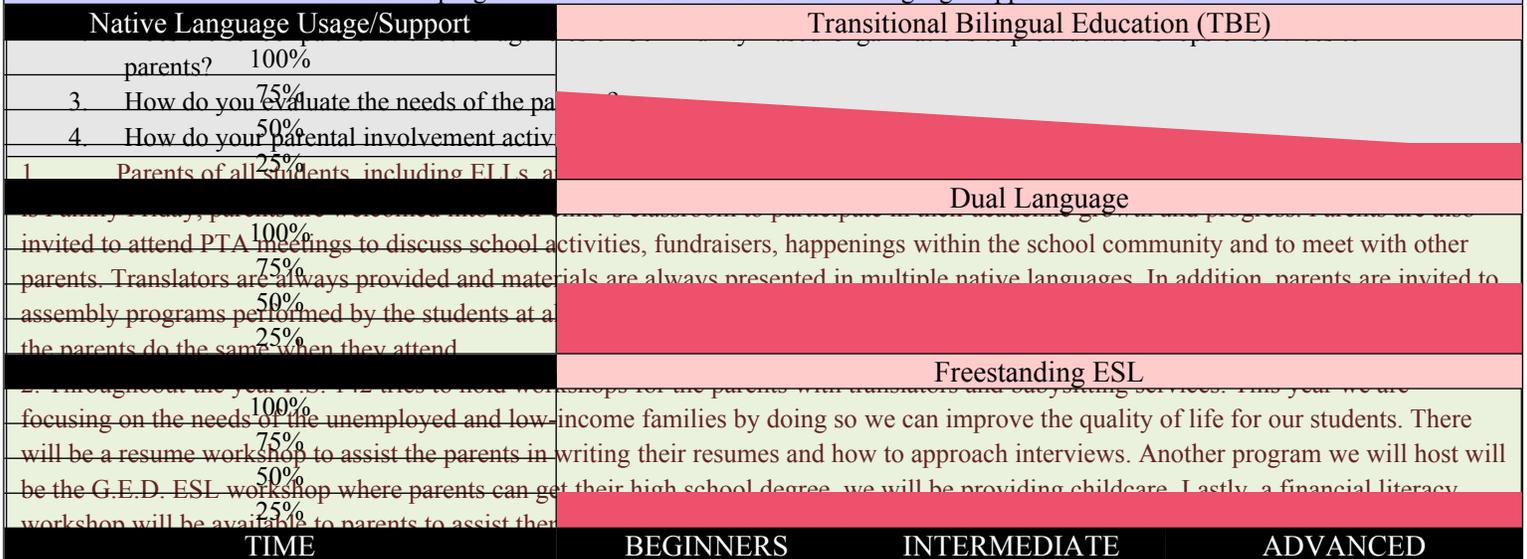
	Beginning	Intermediate	Advanced
C. Schools with Dual Language Programs			
1.	How much time (%) is the target language used for EPs and ELLs in each grade?		
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?		
3.	How is language separated for instruction (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)?		
Not applicable to P.S. 142.			

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

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.		
1.	<p>The ESL teacher attends workshops and professional development events that are led by Teachers College and works with an ELL Network Support Specialist from the Children's First Network that leads monthly workshops to support the ESL teacher, general education teachers and special education teachers that have ELLs in their classroom. In addition, a number of general and special education classroom teachers receive full-day training in working with ELLs from Teachers College. Both the ESL teacher and trained classroom teachers provide turn-key training to other classroom teachers, special education teachers, cluster teachers, paraprofessionals, parent coordinator and administration during early morning P.D. sessions and on designated P.D. days provided by the DOE.</p>		
2.	<p>Every year, the school guidance counselor sends notification home in multiple native languages informing the parents about middle school fairs and tours that are occurring. The guidance counselor also holds an informational parent session and invites all the fifth grade parents. A translator is always provided. We assist parents with any questions they may have about the middle school applications and setting up tours with the middle schools they are interested in.</p>		
3.	<p>Administration at P.S. 142 identifies the staff who require the 7.5 hours of ELL training. These staff members will receive this training from Teacher's College workshops and additional training resources at our school. The ESL teacher at P.S. 142 provides classroom teachers with strategies they can use in the classroom that would engage ELLs. Both the ESL and classroom teachers are sent to multiple professional development programs that are provided by the Children's First Network. Records of all P.D. sessions are kept on file by school administration.</p>		

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.

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. Parents of all students, including ELLs, are invited to be directly involved in their child's learning. The last Friday of every month is Family Friday, parents are welcomed into their child's classroom to participate in their academic growth and progress. Parents are also invited to attend PTA meetings to discuss school activities, fundraisers, happenings within the school community and to meet with other parents. Translators are always provided and materials are always presented in multiple native languages. In addition, parents are invited to assembly programs performed by the students at all grade levels, when the ELLs perform they are picking up language through song and the parents do the same when they attend.

2. Throughout the year P.S. 142 tries to hold workshops for the parents with translators and babysitting services. This year we are focusing on the needs of the unemployed and low-income families by doing so we can improve the quality of life for our students. There will be a resume workshop to assist the parents in writing their resumes and how to approach interviews. Another program we will host will be the G.E.D. ESL workshop where parents can get their high school degree, we will be providing childcare. Lastly, a financial literacy workshop will be available to parents to assist them in understanding all the details of taxes, savings and healthcare. Making them more educated citizens of the community.

3. To evaluate the needs of the parents, the PTA president and parent coordinator reaches out to the parents to find out specifically what they could use support in. They are always available to stop and chat with the parents at anytime. Parents are asked to complete surveys during the first few PTA meetings, parent-teacher conferences or anytime they can come in. The focus this year will be assisting unemployed parents and low-income families in obtaining jobs, healthcare and basic awareness of their entitlements.

4. To build parent involvement and parent/teacher communication, the parent coordinator creates a monthly newsletter, which will soon be translated into Spanish as well. This keeps the parents informed on monthly academic goals, activities occurring at school, content in the classroom at each grade level and events planned for the month.

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?
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8. Although we have set up intervention programs for ELLs in ELA, Math and Science, they are all provided in English. Special needs students who are not proficient in English are provided with a bilingual paraprofessional as per their IEP. ELLs are provided with bilingual glossaries and a variety of bilingual dictionaries in content areas such as Science and Social Studies. At P.S. 142 the ESL instruction includes reading comprehension, reading and writing strategies, speaking and listening skills through small group instruction and thematic units. These thematic units are based around the New York Science and Social Studies Standards and the Common Core Learning Standards.

9. ELL students who receive a score of proficient on the NYSESLAT continue to receive transitional support. The ESL teacher and the classroom teachers consistently collaborate to discuss students' progress. Students who are proficient still receive the testing accommodations that were provided to them as ELLs, in order to transition them into testing without full-time ESL support. The student is monitored in their use of academic language and receives continuous support through Extended Day and Early Morning Academy.

10. As an improvement plan for the upcoming school year, P.S. 142 has added a new program through the Child Mind Institute, which will be addressing behavior in students up to and including first grade. By participating in this program, there is hope that while students are

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142. Two parent orientations are held at the beginning of the year, on different dates and times, with refreshments. Translators are always provided and parents are encouraged to ask questions. Project Jumpstart enables our school to identify newly enrolled students and invite them to the building to receive a tour of our facilities and the program.

17. At this time, P.S. 142 does not offer foreign language electives.

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1. To assess the early literacy skills of our ELLs at P.S. 142 we use formal and informal assessments. The formal assessments we use are ECLAS-2 and TCRWP (Teachers College Reading and Writing Project). Teachers also use running records to evaluate their students' reading levels. At P.S. 142 we also use Benchmarks to assess our students' literacy skills and development and use the data to measure whether students are at, below, or above grade level. ELLs generally score below grade level due to their limited vocabulary in English and their minimal schooling prior to entering Kindergarten and/or the United States. Teachers use the information collected from all the

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

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)?

Not applicable to P.S. 142.

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.

1. The ESL teacher attends workshops and professional development events that are led by Teachers College and works with an ELL Network Support Specialist from the Children's First Network that leads monthly workshops to support the ESL teacher, general education teachers and special education teachers that have ELLs in their classroom. In addition, a number of general and special education classroom teachers receive full-day training in working with ELLs from Teachers College. Both the ESL teacher and trained classroom teachers provide turn-key training to other classroom teachers, special education teachers, cluster teachers, paraprofessionals, parent coordinator and administration during early morning P.D. sessions and on designated P.D. days provided by the DOE.

2. Every year, the school guidance counselor sends notification home in multiple native languages informing the parents about middle school fairs and tours that are occurring. The guidance counselor also holds an informational parent session and invites all the fifth grade parents. A translator is always provided. We assist parents with any questions they may have about the middle school applications and setting up tours with the middle schools they are interested in.

3. Administration at P.S. 142 identifies the staff who require the 7.5 hours of ELL training. These staff members will receive this training from Teacher's College workshops and additional training resources at our school. The ESL teacher at P.S. 142 provides classroom teachers with strategies they can use in the classroom that would engage ELLs. Both the ESL and classroom teachers are sent to multiple professional development programs that are provided by the Children's First Network. Records of all P.D. sessions are kept on file by school administration.

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. Parents of all students, including ELLs, are invited to be directly involved in their child's learning. The last Friday of every month is Family Friday, parents are welcomed into their child's classroom to participate in their academic growth and progress. Parents are also invited to attend PTA meetings to discuss school activities, fundraisers, happenings within the school community and to meet with other parents. Translators are always provided and materials are always presented in multiple native languages. In addition, parents are invited to assembly programs performed by the students at all grade levels when the ELLs perform they are picking up language through song and

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2. Throughout the year P.S. 142 tries to hold workshops for the parents with translators and babysitting services. This year we are focusing on the needs of the unemployed and low-income families by doing so we can improve the quality of life for our students. There will be a resume workshop to assist the parents in writing their resumes and how to approach interviews. Another program we will host will be the G.E.D. ESL workshop where parents can get their high school degree, we will be providing childcare. Lastly, a financial literacy workshop will be available to parents to assist them in understanding all the details of taxes, savings and healthcare. Making them more educated citizens of the community.

3. To evaluate the needs of the parents, the PTA president and parent coordinator reaches out to the parents to find out specifically what they could use support in. They are always available to stop and chat with the parents at anytime. Parents are asked to complete surveys during the first few PTA meetings, parent-teacher conferences or anytime they can come in. The focus this year will be assisting unemployed parents and low-income families in obtaining jobs, healthcare and basic awareness of their entitlements.

4. To build parent involvement and parent/teacher communication, the parent coordinator creates a monthly newsletter, which will soon be translated into Spanish as well. This keeps the parents informed on monthly academic goals, activities occurring at school, content in the classroom at each grade level and events planned for the month.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	3	3	2	1	1								13
Intermediate(I)	1	2	1	2	4	7								17
Advanced (A)	1	1	8	0	5	3								18
Total	5	6	12	4	10	11	0	0	0	0	0	0	0	48

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	5	1	0	9
4	4	3	2	0	9
5	1	4	1	0	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	4	0	4	0	1	0	10
4	2	1	4	2	2	0	0	0	11
5	0	3	3	0	5	0	0	0	11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	2	2	5	0	0	0	10
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. To assess the early literacy skills of our ELLs at P.S. 142 we use formal and informal assessments. The formal assessments we use are ECLAS-2 and TCRWP (Teachers College Reading and Writing Project). Teachers also use running records to evaluate their students’ reading levels. At P.S. 142 we also use Benchmarks to assess out students’ literacy skills and development and use the data to measure whether students are at, below, or above grade level. ELLs generally score below grade level due to their limited vocabulary in English and their minimal reading experience entering Kindergarten and/or the United States. Teachers use the information collected from all the

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Amalia Castro

School DBN: 01M142

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rhona Levy	Principal		
Jaime Syzmanski	Assistant Principal		
Jackie Munoz	Parent Coordinator		
Victoria Florsheim	ESL Teacher		
Dru Pena	Parent		
Alexis McClelland/first grade	Teacher/Subject Area		
Stuart Pyle/Music	Teacher/Subject Area		
n/a	Coach		
n/a	Coach		
Robyn Shapiro	Guidance Counselor		
	Network Leader		
Suzanne Levine	Other <u>SETSS</u>		
Janet Decastro	Other <u>School Psychologist</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M142 **School Name:** Amalia Castro

Cluster: 203 **Network:** CFN 203

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

Part A: Needs Assessment Findings

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

PS 142 generates ATS reports such as the updated Parent Preferred Language Report to determine the number of written translations and oral interpretations that are needed. Periodic updates are ongoing in order to generate the most up to date profiles on home languages.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Data from ATS shows Spanish and Chinese are the predominant languages with 82 parents predominantly speaking Spanish and 21 parents predominantly speaking Cantonese. Two families speak Mandarin predominantly. Two families understand Arabic as well as English, and a second family has one of two parents speaking Wolof, an African dialect. These findings are shared during faculty conferences, PTA meetings, and through articulation between various staff members such as parent coordinator, ESL teacher, classroom teachers, paraprofessionals, and school aides. We remain in contact with the DOE Office of Translation and Interpretation and utilize their services.

Part B: Strategies and Activities

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

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

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

PS 142 will hire an interpreter to be present at all parent functions to translate from English into Chinese and back again in order to facilitate parent communication. The PS 142 Parent Coordinator will attend parent functions to provide oral interpretation in Spanish. Volunteers are almost always present at meetings to provide oral interpretation services. On those occasions when there is no translator available, the DOE's over the phone translating services will be utilized.

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

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

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: Amalia Castro	DBN: 01M142
Cluster Leader: Charles Amundsen	Network Leader: Dan Fiegelson
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: 50 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: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

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: P.S. 142 is collaboratively partnering with P.S. 137 in this year's Saturday Academy program for English Language Learners. The schools will conduct an instructional program for five Saturdays. The focus will be developing academic language in the content areas. This year's instructional activity will be based on the Inquiry Study model and will target students who score between level 1 and low level 3 based on the ELA and English Language Learners identified in the beginning / intermediate proficiency level based on the NYSESLAT in grades 3, 4 and 5. Class size will be limited to 15 students per class. Each of three groups of 15 students (K/1; 2/3; 4/5) will have a licensed ESL teacher working with them for the entire 30 hour program. Students will focus their inquiry on aspects of theatrical production and will develop literacy through library research, art projects and music each week. A trip to a Broadway show or other appropriate professional theater experience will be an integral part of the program. Students will begin the day with their ESL teacher and travel with this teacher through visits to the School Library, Art Room and Music Room. Licensed teachers in each area will work collaboratively with the ESL teacher to teach literacy through these various content areas. Each content area teacher will see each class for one full period each day. An additional hour of planning time for the six teachers will be added to each Saturday. The program will run Saturdays from 8:30 AM to 1:30 PM (2:30 including planning time) for 5 weeks beginning Saturday, March 3 and ending Saturday, March 31 for a total of 25 hours of instruction per student and five hours of teacher planning. Final sharing with the parents will be the last Saturday from 1:30-2:30 PM. The school will purchase instructional materials (books and art supplies related to the Inquiry Study) to fully implement this Saturday program.

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: General education teachers who work regularly with the school's ESL population will be trained in ESL instruction by Teachers College during the school day over full-day workshops. Four trainings will be "Thinking Across the Year with an Eye to Supporting ELLs," "Thinking Through Language Goals and Vocabulary Development: Making Plans that Support ELLs Across Units of Study," "Creating a Word Learning, Multi-Lingual Classroom Community that Match the Needs of Emergent Readers and Writers," and "Many Voices: Meeting the Literacy Challenges of Linguistically Diverse

Part C: Professional Development

Students." Since three of the licensed ESL teachers working in the Saturday program have full-time positions at other schools, they will not be able to participate in the Professional Development activity.

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	???	????