



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 242 YOUNG DIPLOMATS MAGNET ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M242

PRINCIPAL: DENISE GOMEZ EMAIL: DGOMEZ5@SCHOOLS.NYC.GOV

SUPERINTENDENT: SARA CARVAJAL

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
Denise Gomez	*Principal or Designee	
Brenda Harris	*UFT Chapter Leader or Designee	
Angela Jenkins	*PA/PTA President or Designated Co-President	
Paula Wielingin	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kerry Cutrone	Member/Staff	
Jenna Piazza	Member/Staff	
Russell Dennis	Member/Staff	
LaShawn Pressley	Member/Parent	
Latoya Walton	Member/Parent	
Ayanna Milton	Member/Parent	
Faith Momunga	Member/Parent	
Antoniette Johnson	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.

Develop system of teacher reflection and evaluation that improves teacher effectiveness in the classroom.

By June 2012, all teachers will develop SMART goals for themselves based on the Danielson Framework for Teaching. Teachers will revise these goals in order to improve instruction and learning for the students and evident in lessons, informal and formal observations, learning rounds, and assessment of student work.

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.

Although our proficiency rate in ELA (levels 3 or 4) increased in 2010-2011 from 27.2% to 33.9% , we realize that we must increase the proficiency rate to close the achievement gap. In order to do this, teachers must be provided with training on citywide expectations through the use of the Danielson Framework for Teaching Practices.

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.
- All teachers will engage in setting professional goals with an administrator while using the Danielson Framework for Teaching as a guide. Individual professional development plans will be developed and implemented with the goal of increasing student achievement and improving instruction. The teacher professional goals will be supported by an individualized learning plan created for each teacher. Members of the Instructional Team will support teachers in meeting their individual professional goals. Each teacher will be provided with support from various Network liaisons. Teachers will meet with the liaisons for feedback and possible next steps to help meet their professional goal and improve teaching practices.
- Self assessment and reflection by teachers (identifying current practice and own next steps to improve)
- PD plan aligned with priority competencies (Danielson Framework)
- Observations with timely feedback
- Planned support e.g. scheduled intervisitation and coaching
- Lesson Case study sessions in both literacy and math

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents were introduced to the Common Core Standards last year during evening sessions held at the school. This year, during our monthly parent breakfast sessions that we host, parents were reminded that their children would begin working in Reading, Writing, and Mathematics towards these standards, and teachers would gradually shift their teaching during the course of the next few years. Parents received new report cards that are aligned to the Common Core Learning Standards and of the International Baccalaureate standards which is our magnet theme. They will receive additional benchmarks that their children

should meet in March and in June so that parents are constantly being kept up to date on that which their children are learning and that which their children are responsible for knowing. Also, our Parent Coordinator, Literacy coach, and teachers work collaboratively to plan for and conduct parent workshops that focus on Literacy and how parents are integral to their children's learning and how they can support them. Other workshops that we have planned include teaching parents how to write their own narratives, informational pieces, and opinion/persuasive texts so that they can go through the same process as their children, consequently, familiarizing themselves with the writing process (in their native language and/or in English). We are also planning school-wide publishing celebrations during which students work is displayed with their parents work.

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.
- Our coaches, Literacy and Math, spend a great deal of time modeling for and coaching new teachers. Furthermore, we have "lab sites" on some grades in order to allow new teachers and teachers who are not yet well-versed in the CCLS in writing to observe and question our more seasoned teachers. All grade level teams have a minimum of 2 common prep periods per week, one of which the coaches join the teachers and collaborates with them on using effective strategies when teaching literacy and math.
- The literacy and math coach alternate their meeting sessions on a bi-weekly basis so that they can each meet and plan with all grade level teachers one week and co-teach in the other. We also provide monthly Professional Development in-house opportunities on a variety of topics that have to do with improving students' writing in literacy and math.
- All classroom teachers are part of our inquiry work since they meet once every six weeks with our coaches to look at student work. They use a protocol while looking at student work to provided each other with feedback and possible next steps. Our Inquiry teams have improving students' writing as a focus.

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.
- In order to carry out our goal to improve the quality of writing, we have purchased the Writing Fundamentals program to help teach the craft of writing more effectively.

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.

Adequate funding will be allocated to hire per diem substitute teachers who will provide coverage for teachers to attend professional development, interclass visitations and debriefing sessions. Funding has been allocated to pay for our part time literacy and math coaches to support and monitor teacher progress.

Funding Source: Tax Levy Fair Student Funding

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. Teachers will create and align assessments to monitor student growth against Common Core Learning Standards expectations.

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.
In ELA 2011, 33.9% of tested students scored a level 3 or above. Our learning community is working toward planning and implementing instruction that is aligned to the Common Core Learning Standards and increase the level of student proficiency. As a result, our teachers are planning 4 – 6 week units of study with the use of our CCLS.

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.

All classroom teachers will use their two week planner template to chunk their 4 – 6 week IB planner. The two week planners require teachers to identify the CCLS being covered during the unit and various forms of assessments that would assess student understanding.

- Grade level teams meet once a week to reflect on the previous activities and assessments to create the upcoming weeks.
- Teachers analyze data from student assessments to tweak the units and create new assessments.
- These planners are submitted to Administration to help ensure that teachers have all necessary materials and resources.

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.

Our school has purchased the Engrade program which allows for teachers to post rubrics that are being used to assess student activities and projects. Additionally, parents are able to communicate with the teachers about their child's progress through the email access via Engrade.

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.

In addition to providing teachers with training by our literacy and math coaches, we have contracted an AUSSIE consultant to help teachers with their planning and ensuring that they are implementing the Common Core Learning Standards effectively. The AUSSIE consultant, coaches and teachers plan together for upcoming lessons that are co-taught. All classroom teachers are provided with 2-3 common preps with their grade level teams to meet and plan their units of study through the use of our Common Core Learning Standards.

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.
- Harlem Children Zone provides afterschool tutoring for our students.
- Cluster teachers will collaborate with classroom teachers on the academic needs of lower performing students to push-in and provide additional support in a small group setting.

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.

Funding Source: Federal Magnet funds are being used to provide teachers with necessary materials and resources. Additionally, they are being provided with coverage to plan with their grade level team members and with Instructional Team members.

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. Improve student performance in ELA on interim and summative assessments.

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. Our scores show that our students are still weak in the area of writing. Therefore, we are focusing in improving the quality of writing in our school in both ELA and math.

Instructional strategies/activities

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

By June 2012, all teachers will work in collaborative teams (K/1, 2/3, 4/5) to look at student writing work and assess it using rubrics and the reading/writing Common Core State Standards thus raising consistency and expectations. Teachers will participate in grade level meetings to review and analyze student writing in literacy on a monthly basis. Each teacher will identify one low performing student and one higher achieving student. Teachers will share feedback and ideas with one another which will lead to improving teacher practices.

All students will show gains in using evidence from non-fiction text to support an argument as demonstrated by growth between baseline and summative assessments using a teacher created rubric.

- Follow collaborative inquiry cycle
 1. Collect data
 2. Analyze
 3. Determine teaching actions
 4. Review

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.

The parents of our school have been invited to Saturday, evening and morning sessions to learn about the new Common Core Learning Standards. During these sessions, we also explained how the units of study have been created to meet the citywide expectations. Our Parent Coordinator and Literacy Coach have planned more workshops for parents to understand the CCLS and learn strategies that can be used to support their child at home with both literacy and math. Future workshops will teach parents strategies that can be used at home by using books which are grade level appropriate and connected to our (Magnet) International Baccalaureate philosophy. Parents will be led through the writing process and create their own narratives, informational pieces, and persuasive texts. Our parents receive a monthly newsletter that includes a blurb from each grade level team and cluster teachers which inform parents of instruction being covered and

expectations for the month. The newsletters are also posted on our school website through Echalk.

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.

In addition to providing teachers with training by our literacy and math coaches, we have contracted an AUSSIE consultant to help teachers with their planning and ensuring that they are implementing the Common Core Learning Standards effectively.

- The AUSSIE consultant, coaches and teachers plan together for upcoming lessons that are co-taught.
- The grade level teachers observe each other as they co-teach with the AUSSIE consultant and provide each other feedback. This helps build on collegiality and sharing best practices.

All classroom teachers are provided 2-3 common preps with their grade level teams to meet and plan their units of study through the use of our Common Core Learning Standards.

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.
- We have purchased EChalk to post the monthly parent newsletter that goes out with students.
- Harlem Children Zone provides afterschool tutoring for our students.
- Cluster teachers will collaborate with classroom teachers to meet the academic needs of our lower performing students and provide additional support in the classroom.

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.

Funding Source: Federal Magnet Grant funds have been allocated to provide teachers with necessary materials and resources for effective implementation of the units. Additionally, the Federal Magnet funds have been allocated to provide teachers with coverage to plan with their grade level teams so that they can create the 4 -6 week and two week planners with their grade level team members. During this planning, teachers are creating various forms of assessments.

- Our literacy coach is funded through Magnet funds.
- Our math coach is funded with Title 1, Contract for Excellence and Fair Student Funding.
- Per diem substitutes are paid with Magnet school funds as well.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. Teachers will develop and implement 4- 6 magnet theme (IB) units that are aligned to the Common Core Learning Standards.

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.
As a magnet school, we have identified the International Baccalaureate philosophy as our theme. Therefore, we need to further develop our units of study so that they are aligned to both CCLS and IB transdisciplinary themes. Our staff members will continue to use the CCLS and IB standards to create our 4-6 week units which also integrate the other content areas.

Instructional strategies/activities

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

By June 2012, all students at P.S. 242 will receive instruction in the International Baccalaureate philosophy for at least 5 hours a week. Teachers will plan six 4-6 week cycle units of study that will integrate the six themes within the International Baccalaureate framework; *Who We Are, Where We Are In Place And Time, How We Express Ourselves, How The World Works, How We Organize Ourselves and Sharing The Planet*. This framework incorporates these principal subject areas: language; social studies; mathematics; science and technology; the arts; personal, social and physical education.

Grade level teachers will meet to plan and improve their 4 to 6 week cycle units of study in Social Studies and Science. These units will be further developed to ensure that the features of the International Baccalaureate philosophy are woven into the curriculum. Teachers will revise their rubrics so that they are aligned to the IB planners and can be used as a form of assessment for these units of study. Student work will be evaluated through the use of rubrics to assess level of understanding and progress. The rubrics will also be used to create benchmarks and monitor progress for the purpose of differentiated instruction.

Classroom teachers, coaches, AUSSIE consultant and administrators will evaluate student progress and discuss possible strategies that can be implemented to meet the needs of individual students. During these meetings, staff members will plan and discuss next steps and any necessary materials needed to reinforce learned skills in current units of study. In addition, they will plan for future units of study and strategies that can be implemented to meet the needs of all learners. Instructional Team members will meet with teachers during mid-unit to monitor student understanding and create action plans for individual students that may require additional activities as support or enrichment. All units will include various research based activities that are differentiated and be used to assess their understanding of content. In our efforts to increase the use of technology, the Technology cluster teacher will collaborate with classroom teachers to support students with researching skills required to complete their research based activities. Students will also learn about creating a digital re-tell of their final writing pieces.

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.

Our parents have been provided with many workshops to better understand the International Baccalaureate philosophy. The parents were provided with literature that explains the philosophy and were able to view videos of IB instruction in action.

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.

Administrators, coaches and AUSSIE consultants provide on-going training and support for teachers to plan four to six week cycle units of study as a tool to drive instruction. Funding to hire per diem substitute teachers will be set aside for staff members to participate in debriefing sessions. Teachers are also participating in workshops being offered by the International Baccalaureate Organization.

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.
- Teachers will participate in workshops that are offered by the International Baccalaureate Organization.
- An AUSSIE consultant will support the professional development being provided to teachers.
- Every classroom has a Harlem Children Zone staff member to support the teacher with small group activities and individual support.
- Cluster teachers will collaborate with classroom teachers to meet the academic needs of lower performing students to and provide additional support in the classroom.
- Our SETTS teacher will collaborate with classroom teachers to meet the academic needs of our mandated and at-risk students, utilizing activities to support these weaknesses during their sessions with students.

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.

Funding Source: Title 1 SWP funds and Magnet grant funds

- Magnet funds are used to provide coverage for teacher planning.
- Magnet funds are used to pay for workshops being offered by the International Baccalaureate Organization.
- Adequate funding will be allocated to fund our literacy AUSSIE consultant

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, all classroom teachers will participate in teacher teams through a cycle of inquiry and looking at student work to produce and implement two common core aligned tasks (one in Literacy and one in Mathematics), each embedded in a rigorous curriculum unit of study.

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.

In order for our teachers to effectively implement the new Common Core Learning Standards, we will have teams use and develop tools to organize, aggregate, and analyze student performance trends. Teacher Teams will ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level.

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.
- Teams of teachers will receive professional development in designing Common Core Learning Standards aligned tasks that provide *multiple means of representation* to give learners various ways of acquiring information and knowledge
- As teacher teams unpack the TCRWP performance tasks and rubrics, they will also focus on developing techniques that address *multiple means of engagement* to tap into learners' (ELLs, SWDs, and at-risk) interests, challenge them appropriately, and motivate them to learn
- Teachers will work in teams to analyze student work and to score student work based upon the CCLS aligned rubrics
- Network will provide professional development on how to develop rigorous tasks that are embedded within the units of study which are aligned to the CCLS.
- Annotated student work and graded examples will be discussed and analyzed during weekly common planning and weekly teacher team meetings
- Each grade level will carefully refer to the benchmark Reading, Writing, and Mathematics samples and commentaries weekly monthly teacher team meetings. This will help to inform the following:
 - Instructional planning
 - Examples of proficiency for administrators, teachers, students, and parents/guardians
 - Benchmarks against which to determine student progress relative to grade level standards and to promote professional dialogue

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.
 - Our math coach will provide materials and training to help parents/guardians work with their children to improve their achievement level in Mathematics. Items provided for parents/guardians are Home Links/Study Links, and Math Night
 - Both literacy and math coaches will provide parents/guardians with information and training needed to effectively become involved in planning and decision making in support of the education of their children.
 - Our learning community will foster a caring and effective home-school partnership to ensure that parents/guardians can effectively support and monitor their child's progress in Mathematics
 - P.S. 242 will provide assistance to parents/guardians in understanding City, State, and Federal standards and assessments
 - P.S. 242 will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents/guardians can understand through a monthly newsletter. The newsletter is provided both in hard copy and on the school website
 - We will collaboratively provide professional development opportunities for school staff with the assistance of parents/guardians to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents/guardians and other members of our school community.

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.
 - At this time, all of our staff members are Highly Qualified Teachers with all required documentation
 - When looking for new teachers, the following are utilized:
 - Job Fairs
 - Colleague Recommendations/Referrals
 - Interviewing candidates from open market/excessing
 - Resumes sent by colleges and universities

In order to ensure that teachers remain Highly Qualified, teachers are up-to-date with best practices, mentors are assigned to new teachers and to teachers who may need extra support

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.
EChalk provides our Parent Coordinator and Technology teacher training on how to upgrade our school website.

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.

Funding Source: Title 1 SWP funds and Magnet grant funds

- Magnet funds will be used to pay per session for the coaches and staff members that facilitate parent workshops.
- Funds are being allocated to provide coverage for teachers to attend the Network training sessions.

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	20	20	N/A	N/A	2	2	2	0
1	30	30	N/A	N/A	3	1	2	1
2	30	30	N/A	N/A	3	1	2	0
3	30	30	N/A	N/A	3	1	2	0
4	30	30	10	10	3	1	2	0
5	30	30	10	10	3	1	2	0
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	Teachers have used several sources of data to identify at-risk students that can benefit from additional intervention support. At-risk students are provided with remediation services in their classrooms with the push-in model. These students will receive small group instruction using Wilson and/or Fountas & Pinnell Intervention program. The higher performing students will receive enrichment instruction during our extended day sessions.
Mathematics	Our Math Coach will be providing academic intervention services by pushing into the classrooms and meet the needs of our at-risk students. The higher performing students will be provided with enrichment opportunities during our extended day sessions.
Science	Cluster teachers will be providing intervention services in the classroom during Science instruction which allows our students to receive additional support with the Science curriculum.
Social Studies	Cluster teachers will be providing intervention services in the classroom during Social Studies instruction which allows our students to receive additional support with the Social Studies curriculum.
At-risk Services provided by the Guidance Counselor	Students will receive either individual or group counseling on various topics of behavior management – self esteem. In addition to mandates, our Guidance Counselor works with students in need of at risk counseling services; frequently meets with parents and teachers to discuss strategies to improve school functioning for specific students; works in classes to address social-emotional issues that may negatively impact the classroom environment; provides teachers and students with strategies for reducing test anxiety prior to state tests.
At-risk Services provided by the School Psychologist	Students will receive either individual counseling on various topics of behavior management – self esteem. Our School Psychologist performs functional behavior assessments during the school day as needed; Participates in PPT meetings twice a month; Collaborates with classroom teachers to develop behavior intervention plans for individual students as needed; Provides outreach to outside agencies for students as needed.
At-risk Services provided by the Social Worker	Students will receive either individual or group counseling on various topics of behavior management – self esteem. Observes in classrooms to provide teachers with strategies to work with specific students; Acts as liaison between student and teacher in developing behavior goals; Works with ACS and outside doctors.

At-risk Health-related Services

Students will participate in small social skills group and class presentation on various topics of behavior management, implement practical behavior assessments during the school day as needed; Collaborates with classroom teachers to develop behavior intervention plans for individual students as needed; Participates in PPT meetings twice a month; Provides outreach to outside agencies for students as needed. Occupational Therapists perform screenings in class for at-risk students; Provides teachers and students with in class strategies.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 [i](#).

A. School Information [i](#)

Cluster Leader/Network Leader # Christopher Groll/Altagracia Santana	District # 03	Borough # Manhattan	School Number # 242
School Name Young Diplomats Magnet Academy			

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

Principal Denise Desjardin	Assistant Principal # Larisa Vail
Coach # Victoria Najera (literacy)	Coach # Tanya Grullon (math)
ESL Teacher # Galyna Shaller	Guidance Counselor # Christopher Arlee
Teacher/Subject Area # Kerry Cutrone/1st grade	Parent # Vanesa Cruz
Teacher/Subject Area # Jenna Piazza/4th grade	Parent Coordinator # Anthony Arias
Related Service Provider # Elizabeth Pavis	Other Marysol DeLa Crus/AIS
Network Leader Altagracia Santana	Other David Jdkins/AIS

C. Teacher Qualifications [i](#)

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	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	#295	Total Number of ELLs	#19	ELLs as share of total student population (%)	6.44%
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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. [i](#)

1. During registration their child at Young Diplomats Magnet Academy, PS 242M, each parent/guardian is required to fill and sign the Home Language Information Survey. Parents/guardians for whom English is a second language are interviewed by the ESL teacher, Mrs. Shaller, ESL teacher, or one of the administrators, assistant principal, Mrs. Larisa Vail, and principal, Mrs. Denise Desjardin. When needed, the interview may be held in their native language if it is Spanish, French, Haitian Creole, or Fulani. A bilingual certified pedagogue on staff will be invited to translate. Based upon the Home Language Form, students who speak a home language other than English are identified, the native language OTELE code is determined by the certified pedagogue and is entered to ATS for the first time. In the event when the trained pedagogue fills that the Home Language Survey is not filled correctly, an informal interview is conducted to determine should the child be administered the LAB-R. In the event if a Spanish LAB-R needs to be administered to a Spanish speaking child, a trained pedagogue will do it within 10 days after the registration. The trained pedagogues also speak other languages besides English. Our ESL teacher, Mrs. Galyna Shaller, speaks Ukranian, parent coordinator, Mr. Anthony Arias, speaks Spanish, assistant principal, Mrs. Larisa Vail, speaks Russian, and principal, Mrs. Denise Desjardin, speaks Spanish. We also have a support staff that is made available at all times to interpret in French, Haitian-Creole, and Spanish when necessary.
2. After the administration of the LAB-R and based on the LAB-R results, parents of eligible students receive parent notification materials and an invitation to a parent orientation meeting in their home language to be advised of their placement options. Our ESL teacher, Mrs. Shaller, meets parents as they arrive with their children to school in the morning, or telephones families to schedule individual appointments for orientation meetings. She distributes personal invitations for the orientation meetings during drop-offs and pick-ups of the children, as well as via student backpacks and mail. All orientation meetings are scheduled in accordance with the parent/guardian's availability. The materials and the brochure informing parents of the DOE ESL policies and program choices in the home language of the parent/guardian are prepared in advanced, a special quiet place is allocated, a staff member is invited to interpret during the orientation meeting, and the equipment for the parent/guardian to view the DOE video in his/her home language is prepared. In the event when a staff member who knows a particular language of an invited parent/guardian is not available, we contact the DOE Translation Union and request their staff member to come and assist us. At the orientation meetings and after viewing the video, the conversation between the parent/guardian and ESL takes place, during which the ESL teacher informs the parent/guardian about their 3 choices and explains the work that she does with the students in a great detail. The parents/guardians then fill out the parent survey and the program selection form to indicate their program choice. Based upon parent choice, students are placed in the appropriate program. In the event if the parent/guardian does not attend the orientation meeting, we reschedule it.
3. The entitlement letter in the parent home language, including the parent consent and a signature tear-off slip, is sent home via mail or backpack with a student. However, after unsuccessful several attempts to reschedule the meeting or receive a consent signed by a parent/guardian, we proceed with the default program, which is TBE. Simultaneously, we issue continuous entitlement letters to the parents/guardians of students who returned to the ESL Program. These letters also have a tear-off consent slip and are signed by the parent-guardians. Our school closely monitors all signed and returned forms.
4. Each letter indicates child's score derived from the ATS report after LAB-R answer grids were scanned and processed at the scanning center. All communication are sent home in parent-preferred language.
5. The copies of the signed letters, along with the Parent Survey and Program Selection Forms are collected and stored in the ESL KIT in the ESL office. If parents/guardians do not specifically choose the ESL option, they are provided with alternative placement options in other schools. If 15 parents of students of the same Home Language choose a bilingual program, and/or if those students are in two contiguous grades, we will create a bilingual program, in accordance with the Aspira Consent Decree. Parents of students who pass the LAB-R receive notification letters of ineligibility of ESL service. Based on the proficiency level of the student from the (hand-scored) LAB-R, the student is placed in an appropriate, level-based ESL program as beginner, intermediate, or advanced.
6. It has been recorded that for the past few years the parents/guardians of eligible students choose to receive freestanding ESL instruction which is provided at our school by fully certified ESL teacher, Mrs. Galyna Shaller. During 2010-2011 academic year, 8 students were identified as ELLs and all their parents have chosen a freestanding ESL instruction. 2011-2012 academic year brought us 19 students of various levels who require ESL instruction. The ESL program at Young Diplomats Magnet Academy (PS 242) is aligned with the choice of all parents of "L" students, which is freestanding. NYSESLAT is used to annually evaluate ELLs in our school. ATS reports, such as RLER are printed out the data from which allows us to determine student eligibility. Identified pedagogues who would administer NYSESLAT, including the ESL teacher, Mrs. Shaller, AIS teacher, Ms. De La Cruz, test coordinator, Mrs. Grullon, and assistant principal, Mrs. Larisa Vail, receive training prior the administration of the NYSESLAT. A comprehensive testing schedule is created and testing locations are identified in advance. All listening sesction equipment is tested and prepared. Individual student booklets containing reading, writing, and speaking sections are counted according to the number of tested students in each grade and set aside in a secured location. Students with disabilities are provided with all testing accomodations

indicated in their IEPs. In the event of student absence through the duration of the current testing window, the testing is rescheduled for a make-up according to the next testing window. Every one of the four components of the NYSESLAT: listening, speaking, reading and writing is administered separately. Listening and speaking components are administered individually.

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	No	If yes, indicate language(s):
Dual language program	No	If yes, indicate language(s):

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

ELL Program Breakdown	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	#	#	#	#	#	#	#	#	#	#	#	#	#	0
Dual Language <small>(50%:50%)</small>	#	#	#	#	#	#	#	#	#	#	#	#	#	0
Freestanding ESL														
Self-Contained	#	#	#	#	#	#	#	#	#	#	#	#	#	0
Push-In	3	#2	#2	#2	#2	#3	#0	#	#	#	#	#	#	14
Total	3	2	2	2	2	3	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

ELLs by Subgroups	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	#18	#	#2	#1	#0	#1	#	#	#	19
Total	#18	0	2	#1	0	1	#0	0	0	19
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Educa														
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tion														
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										
	ELL	EP	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																			

Dual Language (ELLs/EPs) 9-12										
	Number of ELLs by Grade in Each Language Group									
	9	10	11	12	TOT AL					
	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:	
Native American: _	White (Non-Hispanic/Latino):
Other:	

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

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?

Eligible students receive one or two units of ESL instruction from one full-time, fully certified ESL Teacher, Mts. Shaller, as required by the results of the LAB-R or NYSESLAT and based on CR 154 mandates.

Despite of the large size of our ELL population, instruction is highly differentiated and provided on either push-in and/or pull-out basis as appropriate. Beginner and intermediate ELLs pushed-in and pulled-out in small groups. Advanced ELLs are serviced within push-in context, in which ESL teacher scaffolds the mainstream classroom lessons.

All ESL instruction is provided in small groups according to their grade-level.

Presently, there is one student in our Kindergarten grade who is identified as a beginner, and receives 360 min. of ESL instruction a week. 5 first grade students, among whom 4 students are identified as beginners and receive 360 min. instruction a week, and 1 student is identified as advanced and receives 180 min. a week of ESL instruction. In our second grade, there are 6 students, among whom we have 4 beginners who receive 360 min. a week of ESL instruction, and 2 advanced students who receive 180 min. a week of ESL instruction. The next group includes 3 fourth grade students, among whom there are 2 beginners who receive 360 min. a week of ESL instruction, and 1 student who is identified as advanced and receives 180 min. a week of ESL instruction. Finally, in our fifth grade, there are 4 students among whom 2 students with an IEP who are identified as intermediate: 1 of them attends ICT class, and the other student attends 12-1-1 class, both of them receive 360 min. a week of ESL instruction; and 2 students are identified as beginners and receive 360 min. a week of ESL instruction. ESL instruction is provided based on the English proficiency levels of English Language Learners and their grade-levels.

The content area instruction at Young Diplomats Magnet Academy is carefully planned within trans-disciplinary units of study that correlate between science and social studies and embraces all areas of curriculum that are deeply imbedded and delivered through balanced literacy and mathematics. As an International Baccalaureate Candidate School, Young Diplomats Magnet Academy is not only following high expectations of the New York State Common Core Learning Standards but also the goals of the International Baccalaureate Organization. All our students, including ELL students, are exposed to and learn through hands-on experiences, inquiries, researches and projects. Each unit of study begins with an introduction, composing and posing essential questions which students are learning to answer elaborately throughout the unit by making inquiries, working on experiments, calculating, measuring, or constructing, and preparing individual and collaborative written reports. This inquiry method of study allows for multiple opportunities to use oral and written language through projects, research, discoveries, and discussions in whole/small group, as well as in partnerships.

To infuse our content area instruction, our teachers, including the ESL teacher, use portions of various methods, such CALLA, QTEL, and SIOP. In addition, we use visual aids, graphic organizers, and contemporary technology, such individual student laptops, interactive Smart Boards, Prometheans, ELMOs, and SKYPE. In order to incorporate ESL strategies into the content area instruction, our ESL teacher plans with our grade-level teams and articulates with individual teachers about the progress of their students on a regular basis.

On-going assessments help teachers differentiate instruction and assignments for groups and individual students, including “Ls”, who are held accountable to set goals and objectives of the studies. Mutually established checklists and rubrics assist students during the process of the studies and determine their final grades. Constructive feedback from the teachers and peers about their final written reports and projects help them establish next steps for further improvement.

All our ELL students have multiple opportunities to use their Native Language skills throughout the school day. Young Diplomats Magnet Academy, PS 242, provides French language as one of its specials during prep. period classes, two times a week for students in grades K-3, and once a week for students in grades 3-5. Students whose native language is French listen, speak, sing, read and write in French classes. They also have many opportunities to use French in small groups among their peers and friends, with staff members who speak French, during gym, classroom assemblies, at lunch and recess. Our Native speakers of Spanish have opportunities to practice Spanish with many staff members who also speak Spanish and in gym, assemblies, at lunch, and recess. In addition, native language dictionaries, glossaries, and books are available in the classrooms. School-wide multicultural events include performances that embrace different cultures and languages, including Spanish and French.

Most of the Beginners arrived to our school one year earlier, and have moved from knowing little English to scoring a high Beginner score, with intermediate listening and speaking ability. In order to meet the requirements of assessing the Common Core Learning Standards and the International Baccalaureate Standards for all our students, including, “Ls”, we have developed our own customized progress reports (report cards) that are prepared three times a year and are discussed and distributed to parents/guardians of the students during parent-teacher conferences. These reports include Foreign Language (French) grade, IB Learner Profile Assessment, units of inquiry assessment, as well as progress in all content areas. These reports are written in a narrative form that comprehensively inform parents of their child's progress and are written in a friendly narratives. The ELLs

enrolled at Young Diplomats Magnet Academy, PS 242, quickly achieve advanced oral English skills but need further development in reading and writing academic English. In the case of SIFE or special education students, the lessons are back-to-basics, to strengthen a shaky linguistic foundation: Dolch high frequency words, sight words, and grammar, for reading, writing, speaking and listening as required by ESL and ELA mandates. Currently, there are no SIFE students, but if and when they come to our school, performance data is used to gauge their progress and develop a plan of instruction for them. There is one Long-Term ELL student in the sixth year of ESL instruction, who has transferred from another district to our school late fall of 2011. This student has an IEP and attends ICT class. This student's performance data is currently being evaluated in order to guide a special plan for her instruction. She receives 360 min. of ESL instruction a week by push-in and pull-out method. Additionally, this student receives AIS instruction in a small group of students of the same grade.

Presently, there are no ELL students who completed 6 years of ESL service. However, if and when they come to Young Diplomats Magnet Academy, performance data will be used to measure their progress and develop a plan of instruction for them. The same holds for special education students, except that in this case, the IEP is the basis for their individual plan of instruction. These students will receive Speech and Language services individually/group, or both for the duration of 30 min. 1-3 times a week, as it is prescribed in an IEP. Additionally, they will have prescribed guided counselor's sessions, SETTS, physical therapy, occupational therapy, and or advanced phys. ed. services. Their ESL instruction is provided to them in a small group of students on the same grade as push-in and pull-out method, according to their proficiency level. The ESL teacher holds frequent articulation sessions with their classroom teachers to plan and differentiate instruction according to the grade-level current units of study and uses appropriate material and texts, mostly of nonfiction genre, that correspond to student independent reading levels. The ESL teacher uses a school-wide G.S. Pinnell and I. Fountas reading assessment system to determine the reading levels of the students. Moreover, the ESL teacher follows and reinforces curriculum that is aligned to the grade-level units of study and implements G.S Pinnell and I. Fountas "Fonics" K-3 Program for the word and vocabulary study. In addition, the ESL teacher uses Fountas/Pinnell Intervention Program.

In addition to the ESL standards, the ESL teacher uses Common Core Learning Standards and collaborates with classroom teachers to support ELL-SWD. Our Sp. Ed. fifth grade student joins in his Gen. Ed. peers during his group's push-in instruction. Our Ls-SWD served more as push-in than pull-out.

Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: <ul style="list-style-type: none"> • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes 				
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
	Transitional Bilingual Education (TBE)		
Native Language Usage/Support			
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			

25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

The ESL teacher meets and articulates with all subject area teachers to infuse instruction. When possible, we try to use native language texts to support Social Studies and Science instruction.

Our school offers Extended Day Program to all students, including ELLs. One of the Extended Day classes is devoted to new comers who speak Spanish. The teacher focuses on developing mathematical concepts and terminology. The other Extended Day class is run by the ESL teacher who works with K-2 group on phonics, phonemic awareness and vocabulary.

In order to help “L” students to reach proficiency level after 2 years of ESL instructions, the whole staff, including the ESL teacher, continues to provide them with transitional support, such as holding conversations on topics of personal interest, involving them in role-playing, and intrusting them with school-wide important assignments. Classroom teachers, the ESL teacher and these particular “L” students discuss their individual long and short-term goals and explicitly state their high expectations and decide on end products with set dates to which they are held accountable.

Our students whose NYSESLAT tests indicate proficiency levels are still offered 2 additional years of testing accommodations. In addition, the progress of these students is closely monitored and, if necessary, they receive AIS services. AIS teachers provide 4-6 week cycles of intensive literacy and math academic intervention services to all students, including “Ls”, in grades 1-5 in small group settings. In literacy, Fountas and Pinnell Academic Intervention Program is used to first: a) assess the students and then b) provide instruction that includes multiple steps of reading a number of books of students’ instructional level, supported by book introduction and new vocabulary, and followed by a written response and a homework of intense reading, retelling, and writing compositions.

In math, Everyday Math Skill Links Program is implemented, along with various math games, math manipulatives, and math writing response.

All students, including ELLs, attend 1-2 weekly technology classes. The technology instruction is provided by our technology teacher, Mr. Do Tran, who takes initiative in researching contemporary, up-to-date computer science innovations and implements them appropriately with all students at their grade-levels in order to help them prepare for college and career. All students in our computer lab use their personal laptops and work on programming, project presentations, brochure/flyer presentations, inquiry researches, and writing their multiple-page end-of-the-unit papers. In addition, the school collaborated with Pearson Company that designed a program called I-Zone through which it helped implementing programs Success Maker and Compass Learning so all students in grades 3-4 work daily for an hour on their individual laptops. Every student works on his/her individual tasks that allow practice of the skills that are necessary to improve. The tasks are designed for individual students by the program and are based on their needs assessment in math and literacy. Third and fourth grade classroom teachers and school administrators track weekly and monthly progress of all students through progress reports that they receive via email.

All targeted students, including ELLs, are re-assessed at the end of the 4-6 week cycle periods. Their data is evaluated by the ESL teacher, AIS Team that includes administrators, AIS teachers, and special education providers, and a new plan of action is developed upon the findings.

Additionally, Special Education Service Provider pushes-in for all students, including ELLs, who are entitled to receive SETTS. Their progress is evaluated during PPC meetings on a regular basis.

For new Arrivals, strategies include English by immersion with the focus on high frequency words and everyday phrases, combined with a strong literacy component basis on the content areas. Beginners are given native language support through the LAP team and other staff, such as bilingual teaching assistants, peer mentoring, bilingual dictionaries and literature. In comparison with the previous years, the current ESL Program is implemented as a full-time ESL service, which means that the ESL teacher is providing an ESL instruction to all “L” students throughout the whole day, five days a week as a push-in and pull-out method.

HCZ (Harlem Children Zone) that is stationed in our school provides Peacemakers to each class as teacher assistants who help classroom teachers throughout the day and work with small groups or individual students, including ELLs. Additionally, Reading Partners, a division from HCZ, works during the school hours and in the after school program with individual students, including ELLs, who struggle in reading.

As elective language, Young Diplomats Magnet Academy offers French language instruction to all students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The ESL Teacher and pedagogical staff collaborate to conduct nine 50-minute staff development sessions building-wide to teach other teachers the techniques used in ESL pedagogy. The ESL Teacher uses these opportunities to turn-key region-wide ELL professional development sessions. Topics addressed include: What is the Language Allocation Policy? Applying ELL Assessments, Integrating new ELLs into classroom, Selecting and Developing the Peer Mentor, Building Definitions of Community Used Terms Into Lessons, and Communicating Effectively to the Limited English Speaker. In addition, the ESL teacher regularly conferences with the classroom teachers to track progress of ELLs.

In September 2011, the LAP team, consisting of administration, ESL teacher, coaches, AIS teachers, SETTS teacher, and classroom teachers whose classes include ELLs, made analysis of the NYSESLAT testing data, including math. Targeted students, including Ls, were grouped according to the needs assessment analysis. The instructional 4-6 week cycle period goals were established, and teachers started working with these groups using established instructional materials. It was also established that all targeted students, including ELLs, would be re-assessed at the end of the 4-6 week cycle periods. Their data is constantly evaluated by AIS Team that includes administrators, AIS and special education providers and a new plan of action is being developed upon the findings. Our guidance counselor, Mr. Arlee, is included in our planning team for any upcoming Middle School Application process so that he can better assist families of graduating ELLs in their search for appropriate Middle School placements for their children.

Additionally, Special Education Service Provider pushes-in for all students, including ELLs, who are entitled to receive SETTS. In October, teachers collaboratively looked at student work of all students, including ELLs, to inform instruction in math, particularly in writing responses about learning new and solving math problems.

In November, teachers collaboratively looked at student work of all students, including ELLs, to inform literacy instruction.

In December, on-going inquiry work in mathematics and ELA analysis of the Acuity Periodic Assessment and its comparison with classroom pre/post unit assessment took place to track student progress and to re-establish new goals for needs improvement.

In January/February an on-going training for our Saturday Academy that will start in January 2012 will be provided. We will use *May to May ELA* and *May to May Mathematics*, 2012 revised version of the New York State test program, published by The Continental Press, Inc.

In the spring 2012, the analysis of the Acuity Predictive Assessment will be made to re-assess student progress and re-establish new short-term goals for groups and individual students.

The goal of the LAP team is to ensure that Young Diplomats Magnet Academy, PS 242, including administration, teachers and all support staff has the necessary resources and support to improve instruction for "L"s. In the area of resources, the following instructional materials are used: abridged versions of American and international classics, classroom libraries with various genres and reading levels in both English, French, and Spanish, a school library with multicultural literature in English, French, and Spanish languages, a teacher resource room with sets of guided reading books in all levels, fiction/nonfiction level books, leveled books for all units of study taught at school in literacy/math/social studies/science, computer internet access, bilingual dictionaries and glossaries in Spanish/English and French/English.

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. Young Diplomats Magnet Academy has a very strong and functional PTA that plays a pivotal role in the life of the school's community. Monthly PTA and SLT meetings are held during which participants discuss important school issues. Families receive monthly multiple-page in a home-language Newsletters informing them of school-wide, every grade-level classroom and outside-of-the-classroom curriculum, events, and activities. These Newsletters are both bag packed for each student, emailed to families who have internet access, as well as displayed on the Young Diplomats Magnet Academy website.

2. Young Diplomats Magnet Academy has partnerships with several community organizations that have permanent residencies at our school and provide us with enrichment programs during school time and after school hours. These programs and activities are offered to all student body, including ELLs. Community Works brings artists who create dance and movement programs aligned to current social studies or science units of study; American Ballroom Dancing teaches upper grade students various contemporary dances; LAMP Program residents teach all our upper grade students communication and media skills, Town Hall resident-artist works with all our students and provides them with hands-on project-based visual arts activities that are aligned to current trans-disciplinary units of studies. These programs are partially funded by the Federal Magnet Grant. There are also free programs that the school was able to bring in through continuous grant application process. They are: Rosie's Theater Kids provided by charitable funds of the famous Rosie O'Donald that works with our graduate classes, and Cookshop Program provided by the Food Bank For New York City that works with our Pre-K-2 classes.

In addition, the entire school community is offered access to participate in all our enrichment programs, such as Cheerleading, Basketball Team, Morning Origami Club, and a Guitar Club that is offered on the weekends. All families are invited and encouraged to attend every single event at our school which include: regular classroom assemblies, publishing parties, parent-teacher conferences, Thanksgiving Food Festival, class/grade performances in collaborations with the CBOs, such as: Community Works, Ballroom Dance, Rosie Theater Kids, Art Gallery, Reading Gala, Holiday Show, LAMP, Town Hall Art Show, Reading Partners, etc.

The administration, along with the school's guidance counselor and HCZ, works tirelessly during and after school hours to assist all families of graduating students, including ELLs, during their Middle School Application process by holding meeting, organizing Middle School Tours, and preparing students for interviews. Beginning early fall of each academic year, the school administration, the guidance counselor, and the parent coordinator collaborate to plan and hold meeting with parents of graduating grade to provide them with all necessary middle school information, including available dual and bilingual middle schools in our district and assist them in touring various schools, filling out applications, and preparing students for interviews. This work continues throughout the year. The school networks and invites translators to assist families of ELLs.

The school offers multiple events and parent workshops at which translation services are always provided. Some of them are: Meet The Teacher Night and Common Core Learning Standards in literacy/math provided by literacy/math coaches. Various professional guest speakers are invited to conduct workshops organized by our parent coordinator. The topics include but not limited to HIV/AIDS Education, Eridescent Series Science Workshops for students and their parents during weekends, cultural evening and weekend workshops and performances at the local Dwyer Cultural Center. In addition, the principal invites families for once a month "TEA with Ms. D", during which parents discuss their issues and concerns. The "Open Door Policy" has been established between parents and administration for the past three years.

Recently, the PTA has organized to apply for a grant that will allow us to build and plant a vegetable/plant garden around the school building.

HCZ provides all our families, including ELLs, with a free after school program that takes place daily from 3:00-5:45pm, during which the students are fed hot supper, attend SMART computer classes, participate in organized sport, dance, drama, various art activities, enjoy outdoor, and play table and group games. HCZ also offers to all students, enrolled in their program, including, ELLs, out-of-school child care during regular school holidays, vacations, and a Summer Camp, during which our students participate in indoor and outdoor recreational activities, including day trips to various cultural institutions of our city.

3. The ESL Teacher is in personal contact with the parents of ELLs. Because parents and guardians play indispensable role in the education of their children, they are made aware of program choices through orientation meetings, teacher conferences, school-wide events, and informational mailings. The administration, the ESL Teacher, and the bilingual Parent Coordinator work in partnership to provide resources and information to the parents in the home language or language of the parents' choice. In addition, the learning environment survey submitted by all parents of our students, including the parents of Ls, influences our school's next year goal to improve parental involvement.

In the case of the new ELLs, parent orientation meetings are scheduled at the beginning of the academic year to inform parents about their city-wide program choices, instructional standards, assessments and school expectations. The parent survey and program selection forms are filled out, and parents are informed about the results of the LAB-R entrance exam, which determines the eligibility of each new ELL.

All our newly enrolled parents, including parents/guardians of Ls, are offered invitations and provided with school tours and orientation meetings. These events are planned in advanced and necessary translating services are organized.

4. Formal or informal recommendations of our parents are always reviewed and analyzed. We have a diverse community with diverse needs and we take it to a consideration when reaching out to partner with community-based organizations.

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)	#1	#6	#2	#	#2	#3	#	#	#	#	#	#	#	14
Intermediate(I)	#	#	#3	#	#1	#1	#	#	#	#	#	#	#	5
Advanced (A)	#	#	#	#	#	#	#	#	#	#	#	#	#	0
Total	1	6	5	0	3	4	0	0	0	0	0	0	0	19

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

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

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

4	#1	#	#1	#	#	#	#	#	2
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 (base)	of EPs (dual language only) scoring at each						

	d o n p e r c e n t i l e s	h q u a r t i l e (b a s e d o n p e r c e n t i l e s						
	Q 1 - 2 5 p e r c e n t i l e	Q 2 2 6 - 5 0 p e r c e n t i l e	Q 3 5 1 - 7 5 p e r c e n t i l e	Q 4 7 6 - 9 9 p e r c e n t i l e	Q 1 - 2 5 p e r c e n t i l e	Q 2 2 6 - 5 0 p e r c e n t i l e	Q 3 5 1 - 7 5 p e r c e n t i l e	Q 4 7 6 - 9 9 p e r c e n t i l e
ELE (Spanish Reading Test)								
Chinese Reading Test								
B. After reviewing and analyzing the assessment data, answer the following								

<ol style="list-style-type: none"> 1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response. 2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? 3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? 4. For each program, answer the following: <ol style="list-style-type: none"> a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language? b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments. c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used? 5. For dual language programs, answer the following: <ol style="list-style-type: none"> a. How are the English Proficient students (EPs) assessed in the second (target) language? b. What is the level of language proficiency in the second (target) language for EPs? c. How are EPs performing on State and City Assessments? 6. Describe how you evaluate the success of your programs for ELLs. 								
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The inquiry team of Young Diplomats Magnet Academy, PS 242, analyzes the NYS Standards on a regular basis to improve our long and short term goals for our students. We use Fountas/Pinnell Assessment Program quarterly each academic year. Teachers group students according their reading levels for differentiated instruction and Guided Reading. Teachers and administrators analyze individual and class reading level results, NYS Tests and Acuity data. They group students by their abilities within classrooms and in AIS, and Extended Day, and various push-in and pull-out programs. Each program runs in a 4-6 week cycle and is evaluated by the administration. In addition, each classroom teacher places students in literacy and math groups according to their common needs and instructional goals for 4-6 week cycles. The progress of the students in these groups is closely monitored by the classroom teachers during individual/group conferences and pre/post unit assessments. Teachers re-assess students after completion of each program's cycle. Administration evaluates and monitors student progress on a regular basis in regards to regrouping students according to their new needs assessment. AIS providers push-in and work with small groups of students, including Ls, in lower and upper grade classes. Spec. Ed. teacher provides At-Risk instruction to mandated students as push-in and pull-out. Additionally, small group of students, including ELLs, is provided with Fountess/Pinnell Intervention instruction. Literacy and Math coaches works 2 periods a week with small groups of lower performing students. In addition, they push-in to various classes during Extended Day Program and throughout Daily Instruction. Resent results of LAB-R and NYSESLAT revealed the following pattern: ELLs enrolled in Young Diplomats Magnet Academy, PS 242, quickly achieve advanced oral English skills (CALPS), rather than reading and writing. This made us rethink the goal for academic year 2010-2011 and work toward improving the quality of student writing. Data Analysis personnel includes: principal Mrs. Desjardin, math coach/test coordinator Ms. Grullon, literacy coach/Magnet coordinator Ms. Najera, teams of all classroom teachers in each grade-level (K-5), ESL teacher Mrs. Shaller, AIS teachers Mr. Judkins and Ms. De La Cruz. The school acquired an enriched and structured Writing Program Writing Fundamentals that consists of units, teaching plans, minilessons, strategies, conferences, assessments, and worksheets. Book Clubs in grades 1-5 help students improve their reading and writing skills through enriched conversations about favorite books and writing literacy responses.

Last year, we had an Arabic interpreter from the DOE Translation Unit to translate a Math test for our newly arrived fourth grade student.

The success of the Young Diplomats Magnet Academy, PS 242, ESL program is attested to by the fact that ELLs who have passed the NYSESLAT perform at a exceptional level. While the ESL teacher monitors their progress, the ELL graduates include several students who are among the highest achieving students in their classes.

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

School Name: #			
School DBN:			
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
#Denise Desjardin	Principal		#11/30/11
Larisa Vail	Assistant Principal		11/30/11
Anthony Arias	Parent Coordinator		11/30/11
Galyna Shaller	ESL Teacher		11/30/11
Vanesa Cruz	Parent		11/30/11
Kerry Cutrone	Teacher/Subject Area		11/30/11
Jenna Piazza	Teacher/Subject Area		11/30/11

Victoria Najera	Coach		11/30/11
Tanya Grullon	Coach		11/30/11
Christopher Arlee	Guidance Counselor		11/30/11
Altagracia Santana	Network Leader		11/30/11
Elizabeth Pavis	Other <u>#Sp. serv. provider</u>		11/30/11
David Judkins	Other <u>AIS</u>		11/30/11
Marysol DeLaCruz	Other <u>AIS</u>		11/30/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 03M242 School Name: Young Diplomats Magnet Academy

Cluster: 04 Network: 410

CEP Appendix 7

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.

#During registration their child at Young Diplomats Magnet Academy, PS 242M, each parent/guardian is required to fill in and sign the Home Language Information Survey. Parents/guardians for whom English is a second language are interviewed by a bilingual certified pedagogue or administrator in their native language if it is Spanish, French, Haitian Creole, or Fulani. Based upon the Home Language Form, students who speak a home language other than English are identified, the native language. An interview with a parent/guardian on the topic of preferred language communication between the school and home and on a preferred ESL program for their child is being held. In order to analyze the number of Home Language surveys, an administrator (principal, assistant principal) runs the RPOB report from ATS. Our school uses all methods of school-home contacts requested by the families. We use school-wide distribution list to email, call, write letters, send flyers, invitations, monthly Newsletters to communicate with our students' caregivers. The data findings of our school's demography has shown that among 292 students who are enrolled in young Diplomats Magnet Academy there are 1.3% of student population whose native language is Arabic, 1.02% of student population whose native language is Fulani, 0.6% of student population whose native language is Madeko, 2% of the student population whose native language is French, 4.7% of student population whose native language is Spanish, and 0.3% of student population whose native language is Wolof.

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.

Our students come to our school from all over the world and their families speak many different languages. Among them are: Spanish, Arabic, Haitian-Creole, French, Fulani, and other languages. We found that most parents prefer to communicate in English, Spanish, and French. These findings come available through personal contacts with the parents during their child's registration and at the interviews. Before scheduling parent-teacher conferences, we evaluate our data from the RPOB report and recruit our bilingual pedagogues willing to serve as interpreters. While preparing for testing, the testing coordinator analyzes the latest data from the RPOB report and makes necessary contacts with various translating services to accommodate "L" students who require translated testing documents.

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.

Young Diplomats Magnet Academy provides wide variety of interpretation services to the school community. We select translators to accommodate our parents at parent-teacher conferences. Progress reports are issued in the home language of the students as requested. Many teachers who speak only English and cannot find an interpreter of their students' home tongue, use NYCDOE Translation Unit to translate their weekly letters that inform families of all events in their classrooms. Our Parent Coordinator, along with the literacy and math coaches give workshops on educational and non-educational topics to families and ensures that translating services are available at all school functions. All mail that goes to families is written in the languages requested by the school community at the initial interviews. Teachers produce weekly homework sheets in languages of their classroom students.

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.

All school functions, including ELL identification process at registration, IEP meetings that take place every other Wednesday throughout the year, parent-teacher conferences in November 2011-March 2012, Meet-the-Teacher Night, classroom and grade-level assemblies, special performances that takes place as culminations at the conclusion of various art, music, and movement special programs that are offered by the SBOs in the collaboration with our school throughout the year, an annual Thanksgiving Feast in November 2011, the Reading Gala in March 2012, an International Baccalaureate Learner Profile Showcase (in conjunction with our school's International Baccalaureate Candidacy process), monthly principal meetings with the families, called "Tea with Ms. D", winter holiday show that displays the celebration of Winter Holidays Around the World, December 2011, Cultural Art Exhibition that displays student art and Media Work February 2012, a Career Day in May 2012, use oral interpretation services according to analysis from the RPOB report.

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>.

Young Diplomats Magnet Academy provides each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes his/her rights regarding translation and interpretation services. Since our school offers French instruction as a foreign language, each school's facility has a sign in both English and French as per request of the majority of the parents and according to a requirement of the International Baccalaureate Organization. Our school has obtained a translation into such languages of the signage and forms required from the Translation and Interpretation Unit.