



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 042R "THE ELTINGVILLE SCHOOL"

DBN : 31R042

PRINCIPAL: MR. BRIAN P. SHARKEY EMAIL: BSHARKE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. ERMINIA CLAUDIO

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
Mr. Brian P. Sharkey	*Principal or Designee	
Ms. Eleanor Sharpe	*UFT Chapter Leader or Designee	
Mrs. Diane Tesoriero Mrs. Michelle Popolo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. Maryann Coleman	Member/Teacher	
Mrs. Janet Colombo	Member/Teacher	
Mr. Richard O’Connor	Member/Teacher	
Mrs. Jackie Rasmussen	Member/Paraprofessional	
Mrs. Lisa Russo	Member/Parent	
Mrs. Sherry Salinardi	Member/Parent	
Mrs. Rosalia Salvo	Member/Parent	
Mrs. Melinda Scarpati	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.**
- By June 2012, 100% of students (991 students Pre-K through Grade 5) will have engaged in at least one literacy and one math task embedded in a rigorous unit aligned to the Common Core Learning Standards, as delineated in the New York City Department of Education Citywide Instructional Expectations for 2011-2012.

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 we continue our work towards fulfilling the Citywide Instructional Expectations for 2011-2012, we have set this goal to meet the Chancellor's "Ask" of engaging all students in at least one literacy and one math task aligned to strategically selected Common Core Standards.
- We see the need to align curriculum and assessment to the rigor of the Common Core Learning Standards based on analysis of our data, as follows:
- Our data indicates that 18% of students in Grades 3, 4 and 5 scored below the target range in Critical Analysis and Evaluation on the New York State ELA exam in Spring 2011. Current school-wide formative data being analyzed by grade-level inquiry teams also indicates that students have difficulty producing written (constructed and expanded) responses that use text-based evidence to support their ideas. Only 56% of Grade 4 students were able to use examples to support their ideas in writing as indicated on the New York State Spring 2011 test. Our data indicates that 13% of students in Grades 3, 4 and 5 scored below the target ranges in Algebra, Geometry, Measurement, Number Sense, Statistics and Probability. Current school-wide formative data being analyzed by inquiry teams on each grade also indicates that students have difficulty solving multi-step open-ended word problems.

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.**
- Teacher teams will continue to engage in the collaborative inquiry process to improve teacher practice and target instructional strategies to meet students' needs.
 - Teachers will track and monitor student progress and use data to differentiate learning, form guided reading and math groups and designate independent reading levels.
 - Using the Universal Design for Learning (UDL) principles, all students will be given the opportunity to succeed by: presenting information in multiple ways, allowing students to process a problem in multiple ways and engaging students in multiple ways. Students with disabilities and English Language Learners will be provided with appropriate scaffolds to give support and encourage engagement and application.

- Teachers' plans will reflect academic rigor and differentiated instruction, focusing on each student's instructional needs. Teachers will work together with instructional leaders to bring more academic rigor to their work, going deeper into Bloom's Taxonomy, Webb's Depth of Knowledge, higher order questioning and accountable talk.
- Teachers will use the Acuity Instructional Resource Item Bank to assign focused work to students based on their indicated needs.
- Differentiation will continue during the 50-minute Extended Day Program, utilizing the opportunity for small group instruction to focus on students' identified needs.
- We will continue to engage and motivate students through our school-wide special events, such as our Annual Literacy Launch, Science and Social Studies Fairs, Spelling Bees, Math Contests, Math Bees and Math Bowls.
- P.P.T. meetings will continue to be held to identify students in crisis. Team members, including members of the School Assessment Team, will collaborate on individual instructional plans.
- S.E.T.S.S., A.I.S. and E.L.L. teachers collaborate with classroom teachers to develop differentiated educational plans for students.

b) staff and other resources used to implement these strategies/activities.

- Our Instructional Team will continue to meet and work collaboratively: Administrators, Data Specialists, Lead Teachers/Grade Leaders from each grade.
- Administrators will conduct formal and informal instructional visitations and provide meaningful feedback to teachers.
- We will seek out professional development from our C.F.N., the D.O.E. Office of Achievement Resources and through our liaison with Pearson/America's Choice.
- Classroom teachers, content area cluster teachers and paraprofessionals work collaboratively to implement strategies for student success.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

- Introduce Chancellor's "3 Asks," Citywide Instructional Expectations and the D.O.E. Performance Tasks at September 6-7, 2011 professional development sessions.
- During collaborative planning meetings, including grade-level Professional Learning Communities and Vertically Aligned Grade Leaders' meetings, teachers will use D.O.E. created tasks as "anchors" and models to write rigorous ELA and Math tasks correlated to units in Journeys Reading Program existing curricula, Everyday Math and supplementary math material used in classrooms.
- An S.B.O. has been ratified to dedicate one period a week (during Extended Day time) to Professional Learning Community meetings. Teachers will use protocols to examine student work, present alternate teaching strategies and share best practices.
- Teachers will take steps to ensure that the cognitive demand of the tasks adapted to the Journeys reading curriculum and the Everyday Math/supplementary math curriculum match that of the targeted Common Core standards, as explained in Citywide Instructional Expectations, FAQ #17, which states: *In literacy, there will be task samples that can often be incorporated into existing curricula. In some cases, teachers may need to adapt the task by selecting different texts or modifying the prompt to fit these tasks into their existing scope and sequence. However, in doing so, they should take steps to ensure that the cognitive demand of the adapted task matches that of the targeted Common Core standard. Ensuring that students have success with these tasks will often require teachers to upgrade their units of study.*
- Teachers on each grade have a common prep each week to meet as a grade, working on curriculum maps, collaborative lesson planning, with professional development and turnkey training provided by administration and lead teachers/grade leaders.
- Curriculum maps will be revised by teachers to reflect planning for and implementation of performance tasks, as well as differentiation for their students.
- Professional Development from CFN literacy support specialist and Houghton Mifflin Harcourt, publishers of Journeys Reading, and

Pearson/America's Choice liaison will support teachers in writing performance tasks and rubrics.

d) timeline for implementation.

- We will follow the suggested D.O.E. timeline for implementation of the Citywide Instructional Expectations:
Spring/Summer 2011 – Identify process for collecting student work in grade-level Data Inquiry Teams.
Early Fall 2011 – Analyze selected Common Core standards to identify gaps in curriculum and student knowledge/ability, plan integration of tasks into curriculum.
Late fall of 2011 to early spring of 2012 – implement the literacy and math culminating tasks embedded in Common Core aligned units, examine student work resulting from the aligned tasks, note trends and areas of refinement in teacher practice and planning, continue to collaborate in Professional learning Communities, sharing best practices and strategies to improve student achievement.
- We have scheduled the following professional development sessions with a staff developer from the D.O.E. Office of Achievement Resources:
November 21, 2011- Activity: Looking at Students' Current Thinking and Surfacing Gaps
November 28, 2011 - Activity: Modifying Performance Tasks from the Common Core Library
December 19, 2011 - Activity: Webb's Depth of Knowledge / Adding Rigor
- November 4, 2011 - Professional Development Day (D.O.E. calendar change approved) facilitated by Pearson/America's Choice. Agenda: Understanding and Unpacking the Common Core Learning Standards for Writing

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.**

Although we are not a Title I school, we encourage and recognize the value of parent/guardian involvement in their children's education.

- At P.T.A. meetings, and during parent/guardian workshops, we will introduce parents and guardians to the Citywide Instructional Expectations, the Chancellor's "3 Asks" and the DOE Performance Tasks rationale.
- The "*Month-at-a-Glance*" feature on our school website informs families of current curriculum being covered in each grade facilitating their becoming part of the instructional team for their children.
- We will engage students and families in reciprocal and ongoing communication regarding student progress towards meeting school standards and expectations, including information on students' strengths, weaknesses and next learning steps.
- The Principal's and Assistant Principal's Messages in the monthly P.T.A. newsletter serve as forums to discuss and create awareness of school programs and learning activities, as well as targeted efforts to meet citywide expectations.

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.**
- To ensure that current staff members remain highly qualified in order to achieve this goal:
- Teachers will be supported by staff developers from our C.F.N., the D.O.E. Office of Achievement Resources and Pearson/America's Choice as they

work together to develop rigorous instructional strategies aligned to the Common Core Learning Standards.

- Teachers will continue to meet in Professional Learning Communities, sharing best practices, looking at student work, implementing new strategies and engaging in the data inquiry cycle.
- Teachers will also receive high-quality feedback from administrators, based on low inference evidence from observations, and aligned to a research-based teaching framework.

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.**
- Our affiliations with local colleges and universities (St. John's University, Wagner College, College of Staten Island) provide us with student teachers who assist in classrooms, providing small group differentiated instruction under the direction of the classroom teacher.
- Reading volunteers provide small group and individual instruction to students targeted by classroom teachers.

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.**
- Tax Levy Fair Student Funding for teachers, administrators and other staff members.
- Per Diem allocations for substitutes to cover teachers engaged in staff development.
- Affiliation with CFN 604 provides support from network specialist team members.
- P.T.A. funding helps offset instructional expenses. In the past, they have purchased books and materials, as well as supported professional development efforts.
- Tax Levy NYSTL funding for Core Curriculum materials and other resources needed for instruction.
- We received \$6,000 ARRA RTTT Citywide Instructional Expectations funding (as reported in School Allocation memorandum No. 72, FY 12) to support the implementation of the instructional expectations using an inquiry approach.
- Staten Island Foundation Grant supports liaison with Pearson/America's Choice, providing professional development for teachers in application and implementation of the Common Core Learning Standards.
- Through the Office of Periodic Assessment, we have requested staff development from the Office of Achievement Resources.

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.**
- Increase opportunities for parents/guardians to receive information reflecting students' engagement in rigorous standards-based curriculum and learning environments at P.S. 42. By June 2012, 95% of all school leaders and faculty members will have protocols in place to communicate with families regarding attendance, behavior, opportunities for growth in academic performance, and explaining ways that students and families can progress towards meeting school-wide and citywide 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.**
- School Leadership Team members examined the parent feedback from the 2010-2011 N.Y.C. School Survey. In addition, conversations at P.T.A. meetings and Parent Advisory Focus Panel meetings support the need for more communication with families. The 2010-2011 School Survey reflects a score of 8.2 (out of 10) in the area of Communication. This was a slight drop from the previous year.

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**
 - We will re-design report cards to respond to the 2010-2011 Annual N.Y.C. School Survey parent response: "need more academic information." We will include more elements and details under each content area, as well as social development section.
 - New report card translations will be available for ESL students' families.
 - Conduct an expanded evening School Leadership Team meeting on November 17, 2011. Agenda: examine and analyze results of 2010-2011 NYC School Survey to improve areas of concern in parent response sections.
 - Continue *Parent Advisory Focus Panel*, which was started in the 2008-2009 school year as a direct response to parents'/guardians' needs to voice concerns. Our Parent Coordinator facilitates monthly evening meetings.
 - Update, print and distribute P.S. 42 Family Handbook, which states school procedures and protocols, expectations and calendar. Printing is funded by P.T.A.
 - Updates to www.PS42.org (our school eChalk website), funded by the P.T.A., include monthly reports of curriculum covered in each grade in all subject areas. Messages also inform parents/guardians of special events, with links to educational resources.
 - Curriculum Conferences – meetings held on each grade level, early in the school year (September) and again mid-year (February) give parents/guardians an overview of the grade's curriculum and expectations.
 - Parent/Teacher Conferences are held in November and March. Individual appointments are made to accommodate parent/guardian schedules.

- The School Leadership Team meets monthly.
- Continue to use the School Messenger telephone system, giving parents updates on upcoming events, school activities and emergencies.
- Parent/Guardian workshops scheduled for the 2011-2012 school year include: ARIS, Acuity, Teachers' College Assessments, Journeys, Writers' Workshop, Chancellor's "3 Asks," Citywide Instructional Expectations for 2011-2012, including mandated performance tasks, Science Fair projects and more.
- School-wide activities to encourage parent/guardian participation include: Annual Book Launch, Math Contests, Math Bees, Math Bowls, Ezra Jack Keats Bookmaking Tea and Reception, Spelling Bees, Science Fair, Social Studies Fair.
- The P.T.A. monthly newsletter, with messages from the Principal, Assistant Principals, and school nurses, creates an awareness of school programs and learning activities, and provides updates on school events.
- Monthly attendance tracking charts are displayed in main hall, recognizing classes / students for exemplary attendance.

b) staff and other resources used to implement these strategies/activities

- Human resources include: Administrators, Parent Coordinator, teachers, paraprofessionals, school aides, P.T.A. Board Members, P.T.A. general membership, and School Leadership Team members.
- Our Parent Coordinator continues to work closely with the school staff, parents/guardians and community organizations.
- The "Class Mother" protocol establishes a network of contacts for each class.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Meet with grade leaders (one teacher from each grade) and instructional team to collaborate on report card re-design. Grade leaders meet with teachers on grade for feedback regarding revisions.
- Grade leaders and content area cluster teacher specialists provide monthly updates to the "Month-at-a-Glance" feature on our P.S. 42 eChalk website.
- Teachers are members of the School Leadership Team.
- Teachers consult with School Leadership Team regarding design of new report cards.
- Teachers attend monthly P.T.A. meetings, and make presentations on school programs and activities, as requested and needed.
- Teachers conduct Parent/Teacher conferences to share instructional information and progress with parents/guardians, welcoming feedback and suggestions.

d) timeline for implementation

- Report card redesign for November distribution
- November 2011 – Annual School Leadership Team meeting to discuss results of 2010-2011 N.Y.C. School Survey
- Monthly – Parent-Teacher Association meetings
- Monthly – Parent Advisory Focus Panel meetings
- Monthly – School Leadership Team meetings
- Weekly – Principal meets with P.T.A. Advisory Board
- Monthly – Attendance tracking incentive charts are updated and displayed in main hallway

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.**

Although we are not a Title I school, we encourage and recognize the value of parent involvement in their children’s education.

- We will encourage and support attendance at P.T.A. meetings, Curriculum Conferences, Parent/Teacher Conferences, and parent workshops.
- We will review agendas and minutes of School Leadership Team meetings and Parent Advisory Focus Panel meetings to reflect upon the status of communication with families.
- We will engage students and families in reciprocal and ongoing communication regarding student progress towards meeting school standards and expectations, including information on students’ strengths, weaknesses and next learning steps.
- P.T.A. meetings will be held at flexible times, including evening hours, to accommodate working parents/guardians.

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.**
- To ensure that current staff members remain highly qualified in order to achieve this goal, we will support and encourage teachers to communicate with parents/guardians via telephone, email or personal meetings.
- We provide teachers with various feedback forms to facilitate communication with parents/guardians and students, such as commendation cards, “Extraordinary” Student post cards (mailed to homes recognizing outstanding student efforts and achievements), homework notices, make-up homework protocols, etc.

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.**
- To support and encourage parents/guardians to become involved in their children’s educational success, we rely on services such as: food services to help children get free or reduced lunch as needed, benefits available to students in temporary housing (eyeglasses, school supplies, etc.) and members of our School Assessment Team are available to help families with concerns of emotional, physical and mental health.
- C.A.P. (Child Abuse Prevention), a New York State Program, has been retained to offer assembly programs for our students focusing on “bullying,” another parental concern on our 2010-2011 N.Y.C. School Survey.

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.**
- P.T.A. funding for eChalk website, School Messenger telephone system

- Tax Levy funding for our Parent Coordinator, who manages eChalk website, facilitates Parent Advisory Focus Council, and organizes and hosts parent activities and workshops.
- Parent Coordinator O.T.P.S. funding supports purchase of supplies and materials for parent activities.
- Tax Levy Fair Student Funding for teachers and staff members involved in curriculum conferences, report card redesign, collaborative team meetings.
- Funding from local legislators support purchasing supplies for printing of monthly P.T.A. newsletter.

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.**
- `Students in Grades K-5 will be able to read and comprehend texts of steadily increasing complexity, so that they can independently read a range of texts. By June 2012, 80% of all students, Grades K-5, will show at least two levels of growth in their independent reading levels, as measured by the Teachers' College Reading and Writing 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.**
- New York State Common Core "Shifts" indicate that (a) students must read a true balance of informational and literary texts, and (b) in order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase." Students must read the grade appropriate text around which instruction is centered. We seek to study our formal and informal assessments to better understand students' strengths and areas of need. Item analysis of our Spring 2011 New York State ELA test indicates the following areas of concern:
 - 42% of Grade 3 students mastered Drawing Conclusions
 - 54% of Grade 3 students mastered Summarizing Ideas
 - 28% of Grade 3 students mastered deciphering the meaning of unfamiliar words in context
 - 67% of Grade 4 students mastered Making Predictions
 - 68% of Grade 4 students mastered Finding the Main Idea
 - 56% of Grade 4 students were able to use examples to support their ideas in writing
 - 45% of Grade 5 students mastered Organizational Formats
 - 62% of Grade 5 students mastered Identifying Missing Information
 - 73% of Grade 5 students mastered Distinguishing Fact from Opinion

- Current Grade 5 data (based on Journeys Reading Program Benchmark tests administered in October/November 2011) indicates difficulty with making predictions, drawing conclusions and making inferences about events and characters.

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

- Teachers will assess students' independent reading levels on a regular basis, using the Teachers' College Reading and Writing Assessments.
- Teachers will chart student growth and submit charts (Monitoring for Results) to administrators and data specialists for analysis.

- Teacher teams will continue to engage in the collaborative inquiry process to improve teacher practice and target instructional strategies to meet students' needs.
- Using the Universal Design for Learning (UDL) principles, all students will be given the opportunity to succeed by: presenting information in multiple ways, allowing students to process a problem in multiple ways and engaging students in multiple ways. Students with disabilities and English Language Learners will be provided with appropriate scaffolds to give support and encourage engagement and application.
- Teachers, administrators, P.P.T. team members, and data specialists will plan interventions targeted to meet students' needs.
- Curriculum Maps will reflect non-fiction literature of increasing complexity used as touchstone texts related to Journeys units' big ideas and essential questions.
- Teachers will focus on higher level questioning to boost comprehension.
- A.I.S. providers will work with small groups of students to provide instruction in comprehension and decoding when indicated by assessments.
- Small group targeted instruction will continue during the Extended Day sessions.
- Library lessons will continue to reflect various genres, author studies, books and reference material available online.
- In Professional Learning Communities, teachers will collaborate to add academic rigor and higher order thinking to lift the level of talk in content-specific areas (using informational text).
- Supervisors' logs of targeted intervention strategies will reflect analysis of Monitoring for Results data.
- Low-inference transcripts of classroom observations will show use of context-specific vocabulary and higher order thinking in student-centered discussions.

b) staff and other resources used to implement these strategies/activities

- Our Instructional Team will continue to meet and work collaboratively: Administrators, Data Specialists, Lead Teachers/Grade Leaders from each grade.
- Supervisors will conduct formal and informal instructional visitations and provide meaningful feedback to teachers.
- We will seek professional development from our C.F.N., the D.O.E. Office of Achievement Resources and Pearson/America's Choice.
- Classroom teachers, content area cluster teachers and paraprofessionals work collaboratively to implement strategies for student success.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Monitoring for Results tracking charts will be used to compare students' independent reading levels to Teachers' College benchmarks, as well as to monitor students' growth.
- Journeys weekly, unit and benchmark assessments administered by teachers will monitor student reading progress.
- Teachers will use Periodic Assessments (Acuity ITAs and Predictives), which provide evidence of student achievement in reading.
- Teachers' discussions, observations and conference notes will reflect student progress and students' choice of books.
- Teachers will use the D.O.E. created performance tasks as "anchors" to build their own performance tasks and rubrics that are aligned to the Common Core Standards.
- In order to empower teachers to improve student achievement and close the achievement gap, one out of three extended day blocks will be used for teacher teams to focus on inquiry work, student outcomes, reviewing data, engaging in goal setting and revising practices.
- S.E.T.S.S., A.I.S. and E.L.L. teachers will collaborate with classroom teachers to develop differentiated educational plans for students.
- Teachers present case studies of students in need of intervention at monthly P.P.T. meetings.
- Cluster teacher content area specialists will contribute to the development of differentiated goals for students as they meet with classroom teachers

during weekly time allotted during Extended Day Professional Learning Communities.

d) timeline for implementation

- Classroom implementation of the work described above will be on an on-going basis.
- Teachers meet at least once a week to look at student work and plan instructional strategies during common grade-level preps and during weekly Professional Learning Community time during the Extended Day period. Each team engages in cycles of inquiry, looking at student work, focusing on areas of need, and collaboratively planning instructional strategies.
- Monitoring for Results tracking sheets are collected in November, March and June.
- We have scheduled professional development with the D.O.E. Office of Achievement Resources for December 19, 2011. The session will focus on Webb's Depth of Knowledge, and adding rigor to performance tasks and classroom instruction.

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.**

Although we are not a Title I school, we encourage and recognize the value of parent involvement in their children's education.

- We will assist 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);
- To increase motivation and involvement, parents/guardians are invited to our annual school-wide events, such as our Literacy Launch, Spelling Bees, Family Read Aloud Days, the Ezra Jack Keats Tea and Honor Reception.
- We have established a Parent Resource Center/Area, including a lending library, including material for ESL families and instructional materials for parents/guardians.
- We will hold workshops for parents/guardians.

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.**
- To ensure that current staff members remain highly qualified in order to achieve this goal:
 - Provide professional development opportunities for all teachers targeted at deepening their understanding of differentiation of literacy instruction, embedding the Common Core Learning Standards into our curriculum, understanding text complexity, tasks of higher cognitive demand and academic rigor. The facilitators are from our C.F.N., the D.O.E. Office of Achievement Resources and Pearson/America's Choice.
 - Teachers will continue to meet in Professional Learning Communities, sharing best practices, looking at student work, implementing new strategies and engaging in the data inquiry cycle.
 - Teachers will also receive high-quality feedback from administrators, based on low inference evidence from observations, and aligned to a research-based teaching framework.

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.**
- Our affiliations with local colleges and universities (St. John's University, Wagner College, College of Staten Island) provide us with student teachers who assist in classrooms, providing small group differentiated instruction under the direction of the classroom teacher.
- Reading volunteers provide small group and individual instruction to students targeted by classroom teachers.

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.**
- Tax Levy Fair Student Funding for teachers, administrators and other staff members
- Affiliation with CFN 604 provides support from network specialist team members
- Per Diem allocations cover substitute teacher costs during workshops and staff development
- Staten Island Foundation grant supports professional development from Pearson/America's Choice
- PTA support in purchase of Journeys Reading Program and other literacy resources
- Tax Levy NYSTL funding, including set-aside for Core Curriculum, is used to purchase books (including school library books and software) and materials

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.**
- Study student work in math problem solving through inquiry to inform instruction, change teacher practice and improve student achievement. By June 2012, 100% of teachers (64 pedagogues) will participate in Professional Learning Communities focusing on embedding the Mathematics Common Core Learning Standards into classroom practice, studying student work and changing instructional practices to emphasize both conceptual understanding and procedural fluency starting in the early grades.

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 data indicates that 13% of Grades 3, 4 and 5 students scored below the target ranges in Algebra, Geometry, Measurement, Number Sense, Statistics and Probability as indicated on the New York State Spring 2011 Mathematics test. Current school-wide formative assessment data also indicates that students have difficulty solving multi-step open-ended word problems.
- New York State Common Core “Shifts” indicate that students are expected to have speed and accuracy with simple calculations and must be able to apply math concepts in “real world” situations. Our data shows that students need to show mastery in the following areas in order to successfully apply basic content understanding to solve word problems. An item analysis of the New York State Spring 2011 Mathematics test indicates the following concerns:
 - 32% of Grade 3 students showed mastery in computational estimation.
 - 18% of Grade 3 students showed mastery in rounding numbers.
 - 44% of Grade 3 students showed mastery in manipulative division.
 - 25% of Grade 4 students showed mastery in place value.
 - 46% of Grade 4 students showed mastery in understanding decimals.
 - 44% of Grade 4 students showed mastery in odd/even numbers.
 - 28% of Grade 5 students showed mastery in measuring to the nearest inch.
 - 28% of Grade 5 students showed mastery in explaining equations.
 - 40% of Grade 5 students showed mastery in classifying quadrilaterals.
 - 50% of Grade 5 students showed mastery in being able to justify estimates.

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

- Applying the Universal Design for Learning (UDL) principles, all students will be given the opportunity to succeed by: presenting information in multiple ways, allowing students to process a problem in multiple ways and engaging students in multiple ways. Students with disabilities and English Language Learners will be provided with appropriate scaffolds to give support and encourage engagement and application.
- Teachers will use common preps and Professional Learning Community Data Inquiry time to look at student work, conference notes, Everyday Math end of unit, mid-year and final assessments and other math assessments to discuss and implement instructional changes based on data analysis.
- Teachers will assess students' problem solving knowledge by examining student work and looking for increasing complexity and gaps in achievement when compared to Common Core Learning Standards aligned tasks.
- Teachers will assist students in developing written and oral mathematical language around mathematics content and concepts.
- Teachers will infuse students' knowledge of key mathematical terms and vocabulary, which will be utilized by students to identify patterns and draw conclusions that support their problem solving skills.
- Teachers will work together in teams to adapt and/or create rubrics that will measure the progress of students' written and oral communication as evidence of students' understanding of mathematical problems.
- Teachers will use the Acuity Instructional Resource Bank to assign focused work to students based on their indicated needs.
- Increase math enrichment opportunities for highly capable students.
- Plan differentiated instruction that engages and challenges students.
- Students will be expected to display and/or describe the mathematical thinking they used to solve word problems.
- Provide professional development opportunities for teachers targeted at deepening their understanding of mathematics and related educational methodologies.

b) staff and other resources used to implement these strategies/activities

- Our Instructional Team will continue to meet and work collaboratively: Administrators, Data Specialists, Lead Teachers/Grade Leaders from each grade.
- Weekly Grade Leader meetings create a vertical cohesiveness, providing a forum to share data inquiry work on each grade and the opportunity to discuss spiraling from one grade to another.
- We will seek out professional development from our C.F.N., the D.O.E. Office of Achievement Resources and Pearson/America's Choice.
- Classroom teachers, content area cluster teachers and paraprofessionals will work collaboratively to implement strategies for student success.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- In order to empower teachers to improve student achievement and close the achievement gap, one out of three extended day blocks will be used for teacher teams to focus on inquiry work, student outcomes, reviewing data, engaging in goal setting and revising practices.
- Form a staff committee to research purchase of math materials and resources to supplement Everyday Math Core Curriculum provided materials
- Teachers will use the D.O.E. created performance tasks as "anchors" to build their own performance tasks and rubrics that are aligned to the Common Core Standards.
- Form a "math team" of teachers from each grade who will work as a vertically aligned instructional team.
- S.E.T.S.S., A.I.S. and E.L.L. teachers will collaborate with classroom teachers to develop differentiated educational plans for students.
- Cluster teacher content area specialists will contribute to the development of differentiated goals for students as they meet with classroom teachers during weekly time allotted during Extended Day Professional Learning Communities.

d) timeline for implementation

- Classroom implementation of the work described above will be on an on-going basis.
- Teachers meet at least once a week to look at student work and plan instructional strategies during common grade-level preps and during weekly Professional Learning Community time during the Extended Day period.
- Teachers collect data on an on-going basis through Everyday Math Unit Tests, classroom conferencing, discussions and observations of student work and conversation.

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.**

Although we are not a Title I school, we encourage and recognize the value of parent involvement in their children's education.

- Our monthly P.T.A. newsletter features a "Math Challenge" section, with grade appropriate problems for children to solve. P.T.A. "Math Moms" collect student responses, tabulate them, chart them on incentive charts displayed in the main hall, and award Math Challenge buttons to participating students.
- To increase motivation and involvement, parents/guardians are invited to our annual Math Bees and Math Bowls.
- Student work is shared with parents/guardians regularly by sending home classwork, homework and assessments.

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.**
- To ensure that current staff members remain highly qualified in order to achieve this goal, we will:
 - provide professional development opportunities for teachers, targeted at deepening their understanding of mathematics and related educational methodologies.
 - Support teacher data inquiry team focuses on mathematical teaching strategies.
 - Formal and informal observations will provide evidence of math tasks with higher demands, flexible small group instruction, differentiated instruction, with data to support student inclusion in a group (needs-based).

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.**
- Our affiliations with local colleges and universities (St. John's University, Wagner College, College of Staten Island) provide us with student teachers who assist in classrooms, providing small group differentiated instruction under the direction of the classroom teacher.
- Adult volunteers provide small group and individual instruction to students targeted by classroom teachers.

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.**
- Tax Levy Fair Student Funding for teachers, administrators and other staff members
- Affiliation with CFN 604 provides support from network specialist team members
- NYSTL funding and Core Curriculum funding used to purchase books and support material
- Per Diem allocation to hire substitutes for staff development related coverages and inter-visitations
- A \$500 grant from the Exxon Mobil Educational Alliance Program, awarded on November 30, 2011, will be allocated to the purchase of math resources.

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, 100% of classroom teachers (50 teachers) whose classrooms are equipped with Smart Boards and/or document cameras will be trained in the use of Smart Board / document camera technology and will infuse the use of technology into their instruction to enhance the quality of teaching and learning.

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.**
- During the summer of 2011, fifteen new Smart Boards and two Smart Tables were installed at P.S. 42, making all classrooms (Pre-K – Grade 5 and all Science cluster classrooms and our Library) equipped with Smart Boards. Recipients of new Smart Boards require training in the use of the technology. The use of this technology will increase student engagement and raise student achievement across the 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

- Smart Boards and Smart Tables will serve as learning centers to meet the needs of targeted subgroups within the classroom.
- The use of Smart Board technology facilitates the implementation of original teacher-created interactive games to support academic vocabulary in various content areas.
- Use Smart Response to analyze data, differentiate instruction and identify targeted groups of students for intervention.
- Students can create multi-media presentations.
- Applying the principles of Universal Design for Learning, Smart Board / Smart Table technology provide multiple means of representation, giving students various ways of acquiring, processing, and integrating information and knowledge.
- Multiple means of engagement allows teachers to tap into student interests, offer appropriate challenges and increase motivation.
- During mini-lessons, teachers can include multi-media components, such as graphics, sound and visual displays to enhance the presentation of ideas.
- Teachers utilize technology as they present instructional material from ThinkCentral, the electronic component of our reading program, Journeys.
- Smart Boards allow teachers to take virtual class trips and engage all students using a multi-sensory approach that incorporates visual, auditory and kinesthetic learning modalities.

b) staff and other resources used to implement these strategies/activities

- Teachers equipped with Smart Tables received twelve hours of staff development from technology support specialist from Tequipment (vendor of equipment we purchased). Teachers receiving new Smart Boards received six hours of professional development from the vendor.
- On an as-needed basis, support is provided by our P.S. 42 technology specialist.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- During Professional Learning Community meetings, as teachers collaboratively look at student work, they identify instructional strategies to support struggling students and share best practices involving the use of technology.

d) timeline for implementation

- September 2011 – first series of workshops from Tequipment for Smart Boards and Smart Tables
- October 2011 – two workshops from Tequipment on the use of Smart Tables
- November 2011 – one Smart Board and one Smart Table workshop from Tequipment
- On-going throughout the school year – on site support from technology specialist and intervisitations between teachers. Using the apprenticeship model, with a gradual release of responsibility, teachers will become more comfortable and proficient in the use of technology.

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.**

Although we are not a Title I school, we encourage and recognize the value of parent involvement in their children's education.

- Conduct parent/guardian workshops on the use of technology including accessing information from ARIS and Acuity.
- Encourage use of our eChalk website to increase communication between parents/teachers/students.
- The Month-at-a-Glance feature on eChalk encourages parents/guardians to be involved in their children's classroom activities.
- Parents/guardians are encouraged to use the electronic textbook versions available for our science program and the anthology and other literacy components available for our reading program

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.**
- To ensure that current staff members become and remain highly qualified in this area:
 - Form teacher teams, partnering experienced technology users with "novices." Teachers will be surveyed to assess needs.
 - Demonstration/model lessons by experienced technology users, including the Smart Response (interactive student response system) workshop by our technology specialist, who is a certified user of this system.
 - Schedule professional development sessions provided by Tequipment, providers of the Smart Boards and Smart Tables.

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.
- Resolution A Grants funded purchase of new technology

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.
- Tax Levy NYSTL funding for hardware and software.
- Tax Levy Computer Maintenance funding for equipment maintenance.
- Form teacher teams, partnering experienced technology users on our staff with “novices.”
- May 2011 purchase of new Smart Boards and Smart Tables afforded us free professional development from Tequipment. .
- Tax Levy Fair Student Funding supports teachers’ salaries, as well as our technology specialist’s salary.
- Per Diem allocations for substitutes to cover teachers engaged in staff development.
- City Council Resolution A Allocation Technology Upgrade Grant.

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	28	28	N/A	N/A	0	0	2	0
1	48	48	N/A	N/A	0	1	0	0
2	43	43	N/A	N/A	0	0	1	0
3	60	60	N/A	N/A	0	1	1	0
4	71	71	0	15	0	0	4	0
5	60	51	3	15	0	0	1	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	<p>Academic Intervention Services are provided to at-risk students in several different ways:</p> <ul style="list-style-type: none"> - A.I.S. providers work with students one-on-one or in small groups on various topics such as phonics instruction, fluency, decoding, reading strategies, accountable talk and critical thinking skills, as well as writing. This is done during the school day and during the extended time session, using a push-in or pull-out model, depending on the needs of the student. - In each classroom, differentiated instruction addresses the needs/goals of individual students during guided reading group work, or during individual reading/writing conferences. - Identified students attend our after-school Extended Day program, which provides small group instruction, customized to meet students' unique needs. - Teachers (Special Education and S.E.T.S.S.) trained in the Wilson program are afforded the opportunity to work with students during the school day and during the Extended Day program. - Educational paraprofessionals work in collaboration with classroom teachers, during the regular school day and during the Extended Day program. - Our Reading Volunteer Program provides us with qualified, trained adults, who work with our students under the direction of their classroom teachers.
Mathematics	<p>The goal for A.I.S. instruction in Math for Grades K-5 is to provide at-risk students with academic rigor, while teaching math concepts and skills through literature, using math manipulatives and other hands-on activities. This is done during the school day and during the extended time session, using a push-in or pull-out model, depending on the needs of the students.</p> <ul style="list-style-type: none"> - In each classroom, differentiated instruction addresses the needs/goals of individual students. The Everyday Math Differentiation Handbook is used as a resource. - Small group instruction (push-in and pull-out model) is provided during the school day by A.I.S. teachers. - Identified students attend our after-school Extended Day program, which provides small group instruction, customized to meet students' unique needs. - Educational paraprofessionals work in collaboration with classroom teachers, during the regular school day and during the Extended Day program.

<p>Science</p>	<ul style="list-style-type: none"> - Science instruction is differentiated, based on on-going assessment. - During the school week, our Science cluster teachers work with small groups of students to reinforce classroom work and prepare for assessments. - Based on an item analysis of the Spring 2011 NYS Grade 4 Science test, we look for the areas of weakness and use that information to focus instruction for our students. - Leveled reading selections from the Science content area are included in the material used by our A.I.S. providers.
<p>Social Studies</p>	<ul style="list-style-type: none"> - Social Studies instruction is differentiated, based on on-going assessment. - Leveled reading selections from the Social Studies content area are included in the material used for A.I.S.
<p>At-risk Services provided by the Guidance Counselor</p>	
<p>At-risk Services provided by the School Psychologist</p>	<ul style="list-style-type: none"> - Our School Psychologist meets with at-risk students one time per week, thirty minutes. Informal counseling, individual basis during the school day. Counseling strategies to vary depending upon need, in order to build self-esteem and establish/identify compensatory strategies.
<p>At-risk Services provided by the Social Worker</p>	<ul style="list-style-type: none"> - Our Social Worker meets with nine at-risk children, individually and in small groups, providing crisis intervention and outreach to families on an as-needed basis..
<p>At-risk Health-related Services</p>	

**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.

N/A
P.S. 042R IS NOT A TITLE I SCHOOL

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;**
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;**
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;**
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;**
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the**

parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to

- implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz / Richard Gallo	District 31	Borough Staten Island	School Number 042
School Name P.S. 42 The Eltingville School			

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

Principal Mr. Brian P. Sharkey	Assistant Principal Ms. D. Appello, Mrs. R. Garcia
Coach	Coach
ESL Teacher Mrs. Ellisa Glanz	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Mrs. Denise Sarno
Related Service Provider	Other Mrs. Gloria Block
Network Leader	Other

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special 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		

D. School Demographics

Total number of students in school	989	Total Number of ELLs	19	ELLs as share of total student population (%)	1.92%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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The process to identify those students who may possibly be ELLs begins at registration. Our team of pedagogues includes Mrs. E. Glanz (ESL Teacher), Mrs. S. Daly (I.E.P. Teacher), Mrs. G. Block (Test Coordinator) and Mr. R. O'Connor (Data Specialist). When translations are necessary, our bilingual paraprofessionals are Mrs. L. Geller and Mrs. K. Sanchez, both with the ability to translate in Spanish. Also, paraprofessional Mrs. L. Nuccio translates into Russian. A member of the team is always present at registration. The Home Language Identification Survey (HLIS) is administered in the appropriate language. An informal interview is conducted by a pedagogue, with a translator who is proficient in the native language, present when necessary.

After screening the HLIS, these steps are followed:

- (a) Review HLIS and see how many questions are answered in a language other than English
- (b) The criteria is: For Questions #1-4, if two questions are answered in a language other than English plus for Questions #5-8, if one question is answered in a language other than English, to student is eligible for LAB-R testing.
- (c) LAB-R is administered within ten days of admission.
- (d) The LAB-R is hand-scored to expedite the implementation of ELL services.
- (e) When necessary, the Spanish LAB is also administered to students whose home language indicates Spanish.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit]).

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

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

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	15	0	4	4	0	3	0	0	0		19
Total	15	0	4	4	0	3	0	0	0		19

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	2	0	3	1	1	1								8
Chinese	1	1	0	0	0	0								2
Russian	0	1	1	0	0	0								2
Bengali														0
Urdu														0
Arabic	1	0	1	1	0	1								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	0	0	0	0	0								1
Albanian														0
Other	0	0	0	0	2	0								2
TOTAL	5	2	5	2	3	2	0	19						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here1. How is instruction delivered?

1a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.

A. Programming and Scheduling Information

At P.S. 42, we use a pull-out model. Each working period is 50 minutes long. Advanced students receive the mandated 180 minutes. Beginners/Intermediates receive the mandated 360 minutes. In 2011-2012, due to diverse needs, different grade levels and proficiency levels, the push-in model is not feasible.

1b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class]?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our ESL teacher does the planning to meet the mandated number of instructional minutes as per CR Part 154. At P.S. 42, we use a pull-out model. Each working period is 50 minutes long. Advanced students receive the mandated 180 minutes. Beginners/Intermediates receive the mandated 360 minutes. In 2011-2012, due to diverse needs, different grade levels and proficiency levels, the push-in model is not feasible.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

The implications for content area instruction are as follows:

Science

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

Social Studies

- integrating technology into Social Studies program to provide students with more research opportunities
- students will become familiar with primary source documents
- project based lessons will be provided

ELA

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

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
English Speakers	100%	100%
- introduce specialized vocabulary	75%	75%
- provide visual cues	50%	50%
- clarify directions	25%	25%
- use of technology	100%	100%

A. Programming and Scheduling Information

- use of technology

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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.

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

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

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

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

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

Our plan for continuing transitional support (2 years) includes offering test accommodations to former ELLs for up to two years after testing proficient level on the NYSESLAT. These test accommodations are: extended time, separate location, small group, use of glossaries, translated versions of tests if available or use of translators if deemed appropriate and available. In addition, support will continue to be given to students who have passed the NYSESLAT, when necessary. Articulation between the regular classroom teacher and the ESL teacher will take place as the need arises. Interventions will be implemented when necessary. Transitional support also includes participation in our Extended Day small group instructional program. The students are also eligible to enroll in our After School Center, which offers academic support programs.

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

We anticipate increased use of technology in the classrooms as more classrooms acquire Smartboards, document cameras and access to laptop computer carts. Teachers College Reading and Writing Program assessments, which are being used for the 2011-2012 school year in all grades will give teachers more insight into students' reading and writing needs.

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

No programs were discontinued from last year. However, we purchased a standards-based reading program that is aligned with the Common Core State Standards and adds rigor to our instruction.

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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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

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

Courses Taught in Languages Other than English ⓘ

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)?

Math:

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

- identification of ELLs
- strategies and techniques in the General Education classroom
- using Q-TEL strategies in the General Education classroom
- the use of specific materials and technology
- cultural sensitivity training
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2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school.

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

Our Parent Coordinator conducts a survey at the beginning of the school year. Text on our school website can be accessed in many languages. Based on interest and needs, we are considering the feasibility of holding an ELL Parent/Child workshop to take place after school hours.

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

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

Our plan for continuing transitional support (2 years) includes offering test accommodations to former ELLs for up to two years after testing proficient level on the NYSESLAT. These test accommodations are: extended time, separate location, small group, use of glossaries, translated versions of tests if available or use of translators if deemed appropriate and available. In addition, support will continue to be given to students who have passed the NYSESLAT, when necessary. Articulation between the regular classroom teacher and the ESL teacher will take place as the need arises. Interventions will be implemented when necessary. Transitional support also includes participation in our Extended Day small group instructional program. The students are also eligible to enroll in our After School Center, which offers academic support programs.

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We anticipate increased use of technology in the classrooms as more classrooms acquire Smartboards, document cameras and access to laptop computer carts. Teachers College Reading and Writing Program assessments, which are being used for the 2011-2012 school year in all grades will give teachers more insight into students' reading and writing needs.

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No programs were discontinued from last year. However, we purchased a standards-based reading program that is aligned with the Common Core State Standards and adds rigor to our instruction.

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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)?

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.)
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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	1	0	0								1
Intermediate(I)	0	2	0	0	2	0								4
Advanced (A)	1	3	1	3	0	3								11
Total	1	5	1	4	2	3	0	0	0	0	0	0	0	16

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	0	1	0	0	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 (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name:

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Brian P. Sharkey	Principal		10/27/11

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Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. D Appello Mrs. R. Garcia	Assistant Principal		10/27/11
Mrs. Denise Sarno	Parent Coordinator		10/27/11
Mrs. Ellisa Glanz	ESL Teacher		10/27/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Mrs. Gloria Block	Other <u>Test Coordinator</u>		10/27/11
	Other		
	Other		
	Other		December 2011

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R042 **School Name:** P.S. 042R

Cluster: Jose Ruiz **Network:** CFN 604

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.

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

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

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

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

Part B: Strategies and Activities

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

Based on a needs assessment survey conducted in September 2011, translation services will be outsourced if the regional translation unit cannot be supportive. We have several staff members, including paraprofessionals, who can provide translations when needed. For example, a written translation for a trip consent form may be created by one of our on-staff bilingual paraprofessionals. As another example, DOE translations are provided in needed languages for certain form letters. Parent information from the Department of Education is available in many languages. In addition, our school website, which includes all school memos, calendars and notices of special events, has the capability of being translated into many different languages, just with one click on the screen. Additional bilingual and foreign language books will be purchased. Newly designed Report Cards are sent to parents in English and in the necessary language, as translated by the Department of Education Translation Unit.

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

In collaboration with the Department of Education Translation Unit and parent coordinator supports, an interpreter will be provided. Services will be provided by school staff, parent volunteers and outside contractors, should the need arise.

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

As per Chancellor's Reg. A-663, parents/guardians limited in English, will be provided with a meaningful opportunity to participate in and have access to all school programs and services conducted at school.

Our Parent Coordinator downloads all parent notifications available in the various translations from the website. If a specific translation is not available, she contacts the Translation Unit and requests it. Our P.S. 42 website is available in many languages. In addition, our ESL teacher networks with other schools, requesting translation support as needed. The Parents' Bill of Rights information is printed out and sent home to parents. Interpretation notice signs are prominently displayed in the entrance lobbies of our Main Building and our Annex.