



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CLAREMONT COMMUNITY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER : 09x042

PRINCIPAL: PATRICIA RIGOT-KULOW EMAIL: PRIGOTKULOW@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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
Patricia Rigot-Kulow	*Principal or Designee	
Yolande Twiggs	*UFT Chapter Leader or Designee	
Allith Garcia	*PA/PTA President or Designated Co-President	
Tierra Donaldson	Member/UFT	
Carlos Munoz	Member/UFT	
Geri Lorde	Member/UFT	
Victoria Edwards	Member/UFT	
Beverly Thomas	Member/UFT	
Joslin Rodriguez	Member/PTA	
Ramara Petersen	Member/PTA	
Idesha Franklin	Member/PTA	
Sonia Adorno	Member/PTA	
Monica Boston	Member/PTA	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012 students with disabilities in Grades 3, 4 & 5 will demonstrate an increase of 3% as measured by the 2012 NYS English Language Arts exam.

Comprehensive needs assessment

- After reviewing state accountability data for students with disabilities over the last 2 years, in 2010, 59.3% of students achieved a level 1 and although the % of students scoring a level 1 decreased in 2011 to 44.6% there is a need to improve their achievement in reading. Currently, this subgroup failed to make AYP in ELA.

Instructional strategies/activities

- Mixed ability groupings in 6 ICT classrooms
- Provided an additional support system by assigning a paraprofessional in all ICT classes in order to enhance small group instruction.
- All classroom teachers, related service providers and cluster specialists will engage in analysis of data to set goals and track student progress. First round of data will be due in September. There will be 3 more rounds of data collection every 8-10 weeks after this. After reviewing data, students will be grouped accordingly.
- Monthly grade-level curriculum meetings will focus on curriculum
- Shared best practices meetings
- Teacher/coach one-to-one class data strategies/discussions
- Partnership with Goldmandsour and Rutherford to study best practices in Integrated Co-Teaching classrooms. Selected ICT classroom teaching teams will attend professional development in November and December; learning will be shared with other ICT classroom teachers through school-based professional development sessions.
- After periodic assessments are complete, students not demonstrating progress towards their literacy goals are provided with Tier I and Tier II academic interventions. Classroom teachers will be responsible for creating Tier I action plans and provide interventions. Academic Intervention Specialists will be responsible for creating Tier II action plans and provide interventions for students. The first set of plans will be due in October After data is collected and analyzed action plans will updated accordingly.

Strategies to increase parental involvement

- Conduct ARIS Parent Link training (2x per year)
- Teacher-Parent literacy workshops will be held throughout the year to focus on strategies to improve early reading methodology
- Bilingual lending library for parents managed by Parent Coordinator
- Parents are encouraged to visit classrooms throughout academic school year
- Parent Back To School Curriculum Night

Strategies for attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to 1st year teachers and teachers new to the school
- Supervisors attend borough-wide hiring fairs
- Principal utilizes DOE new teacher finder system
- Principal will work closely with network human resources director t to locate HQ teachers
- Outreach to Teach for America and Teaching Fellows Programs
- Outreach to Colleges/Universities

Service and program coordination

- Character traits Reading/writing program to enhance learning environment
- Temporary Housing Program
- Violence Awareness Program
- Saturday Academy with 90 minute block focused on literacy skills

Budget and resources alignment

As a Title I Schoolwide Program School, PS 42 is conceptually consolidated utilizing Federal and local funds such as Fair Student Funding, Title I, Title III(Sept. – June 2012)

- Reduced Class Size (K-5)
- Teacher per Session for curriculum development (ongoing)
- Classroom Para in each ICT classroom
- Professional literature for teaching staff to support school literacy program
- Smartboards in Gr 3-5 ICT classrooms to support literacy program

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 <ul style="list-style-type: none">• During the 2011-2012 school year P.S. 42 will engage parents in meaningful schoolwide opportunities as educational partners and leaders.
Comprehensive needs assessment <ul style="list-style-type: none">• After reviewing 2010-2011 data relating to parental involvement and feedback from the community there is a need to provide more opportunities to be involved in their child's education.
Instructional strategies/activities <ul style="list-style-type: none">• Teachers will conduct quarterly parent workshops that focus on reading and math activities to better support their child's academic growth• Teachers schedule parent classroom visits throughout the academic year• Arts performance will be held 4 times during the academic school year
Strategies to increase parental involvement <ul style="list-style-type: none">• Parent Workshop Questionnaire created in conjunction with SLT parents and teachers regarding topics of interest and time of day preference.• All information is sent home in multiple languages• Monthly Parent Association meetings• Bilingual lending library for parents managed by Parent Coordinator• Principal and P.A. President Quarterly Note sent home highlighting upcoming school events, school curriculum, books, games, reading/writing tip of the month, educational websites and local events etc.• Please consider including as a strategy for the principal to update parents on current instructional practices during PA meeting or (state of school forum)
Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">• Not Applicable
Service and program coordination <ul style="list-style-type: none">• Character traits Reading/writing program to enhance learning environment• Temporary Housing Program• Violence Awareness Program• Saturday Academy (focus?)
Budget and resources alignment <p>As a Title I Schoolwide Program School, PS 42 is conceptually consolidated utilizing Federal and local funds such as Fair Student Funding, Title I, Title III (Sept. – Jun 2012)</p>

- Teacher per session for Parent Workshops (ongoing)
- Purchase consumable parent communication folders
- Created and purchased resources for bilingual lending library for parents

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

- PS 42 will increase the percentage of 3rd, 4th, and 5th grade students achieving proficiency (Level 3 or above) on the NYS ELA Test by three percentage points for the 2011-12 academic year.

Comprehensive needs assessment

- Currently 26.4 % of students in Grades 3, 4, and 5 are meeting state standards. This represents a 7.1% decrease over the past two years in students achieving a level 3 or 4 on the NYSELA test.

Instructional strategies/activities

- All classroom teachers, related service providers and content specials will engage in using data to set goals and track student progress. First round of data will be due in September. There will be 3 more rounds of data collection every 8-10 weeks after this. Upon entering that data, teachers will have student groupings generated for them to use during that cycle.
- Action plans detailing Tier I and Tier II academic interventions for students not on track to reach their literacy goals after periodic assessments are complete. Classroom teachers will be responsible for Tier I documenting Tier I interventions and Academic Intervention Specialists will be responsible for documenting Tier II interventions. The first set of plans will be due in October. They will be re-evaluated every 6-8 weeks after data is collected.
- Third, fourth and fifth grade students who scored at Level 1 on the 2010-11 ELA test will be grouped with selected master teachers for the extended day program.
- Supplemental Education Services offered through after school program partner.
- Create and administer at least one performance task assessment referencing the common core standards in ELA in grades 3, 4, and 5 (September 2011 – June 2012)

Strategies to increase parental involvement

- ARIS Parent Link training (2x per year)
- Teacher-Parent literacy workshops (Early Literacy Study skills, Emerging Readers, Literacy, E.C. Reading) ongoing
- Parent Coordinator bilingual lending library for parents
- Parent classroom visits throughout academic school year
- Parent Back To School Curriculum Night

Strategies for attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to 1st year and new to the building teachers
- Supervisors attend borough-wide hiring fairs
- Principal utilizes DOE new teacher finder system

- Principal will work closely with network human resources team to locate HQ teachers

Service and program coordination

- Character traits Reading/writing program to enhance learning environment
- Temporary Housing Program
- Violence Awareness Program

Budget and resources alignment

As a Title I Schoolwide Program School, PS 42 is conceptually consolidated utilizing Federal and local funds such as Fair Student Funding, Title I, Title II (Sept. – June 2012)

- Reduced Class Size (K-5)
- Teacher per Session for curriculum development (ongoing)
- Professional literature for teaching staff to support school literacy program
- Smartboard access for all Gr. 3-5 classrooms to support literacy program

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	9	9	N/A	N/A				
1	8	8	N/A	N/A				
2	9	9	N/A	N/A				
3	20	9	N/A	N/A				
4	17	13	0	0				
5	24	11	4	0				
6								
7								
8								
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	<p>At-risk general education students are assigned to ICT classrooms where small group instructional rotations are incorporated into 75% of the allotted instructional time. Extended Day is mandated for all 3rd, 4th, and 5th grade students; the focus of extended day instruction is writing—an identified weakness in our student body; 1st and 2nd grade students were invited to attend extended day.</p> <p>Third, fourth, and fifth grade students who failed to pass the ELA test last year, are assigned to selected master teachers (literacy coaches and IEP teacher) for additional assistance in reading.</p>
Mathematics	<p>At-risk general education students are assigned to ICT classrooms where small group instructional rotations are incorporated into 85% of the allotted instructional time. Third, fourth, and fifth grade students who failed to pass the Math test last year, are assigned to selected master teachers (math coach and IEP teacher) for additional assistance in math during extended day.</p>
Science	<p>There are four Saturday academy sessions scheduled in Spring 2012; all students who scored at Level 1 last year will be invited to attend all sessions.</p> <p>All third and fourth grade students are scheduled for science with a science content specialist two times each week.</p>
Social Studies	NA
At-risk Services provided by the Guidance Counselor	<p>Those students identified as in need of guidance counseling are assigned group time with guidance counselor based upon time available after mandated counseling is completed. Guidance counselor meets informally with at risk students during breakfast and lunch sessions.</p>
At-risk Services provided by the School Psychologist	NA
At-risk Services provided by the Social Worker	<p>The Social Worker sees at risk students during breakfast and lunch periods and at other times as schedule allows</p>
At-risk Health-related Services	NA

PARENT INVOLVEMENT POLICY (PIP)

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. PS 42'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;

PS 42'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 –Ms. Oneida Solis-to serve as a liaison between the school and families. The Parent Coordinator 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. Ms. Solis 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, 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

PS 42, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day for a minimum of 15 minutes; assist my child in participating the FIFTY BOOK Challenge taking place from January through June 2012;
- 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN:09x042 **School Name:** Claremont Community School

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

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

Category: Basic Focused Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 1. The school has many students with Individual Education Plans, which has resulted in low academic achievement on NYSELA test.
 2. The data related to student achievement shows a need for more differentiated instruction at the classroom level.
 3. Classroom data demonstrates a need for increased small group instruction within the classroom.
 4. Planning and collaborating among grade-level professionals indicated a need to provide time for sharing and analyzing student work.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 1. All classroom teachers, related service providers and content specials will engage in using data to set goals and track student progress. First round of data will be due in September. There will be 3 more rounds of data collection every 8-10 weeks after this. Upon entering that data, teachers will have student groupings generated for them to use during that cycle.
 2. Action plans detailing Tier I and Tier II academic interventions for students not on track to reach their literacy goals after periodic assessments are complete. Classroom teachers will be responsible for Tier I documenting Tier I interventions and Academic Intervention Specialists will be responsible for documenting Tier II interventions. The first set of plans will be due in October. They will be re-evaluated every 6-8 weeks after data is collected.
 3. Third, fourth and fifth grade students who scored at Level 1 on the 2010-11 ELA test will be grouped with selected master teachers for the extended day program.
 4. Extended Day offered to all 1st, 2nd, 3rd, 4th, and 5th grade students with focus on school weaknesses in writing and test taking.
 5. Supplemental Education Services offered through after school program partner.
 6. Create and administer at least one performance task assessment referencing the common core standards in ELA in grades 3, 4, and 5 (September 2011 – June 2012)
 7. Mixed ability groupings in 6 ICT classrooms
 8. Provided an additional support system by assigning a paraprofessional in all ICT classes in order to enhance small group instruction.
 9. All classroom teachers, related service providers and cluster specialists will engage in analysis of data to set goals and track student progress. First round of data will be due in September. There will be 3 more rounds of data collection every 8-10 weeks after this. After reviewing data, students will be grouped accordingly.

10. Monthly ELA grade-level curriculum meetings will focus on curriculum development
11. Monthly teacher collaboration will focus on sharing and analyzing student work and sharing best practices

12. Teacher/coach one-to-one class data strategies/discussions
13. Partnership with Goldmansour and Rutherford to study best practices in Integrated Co-Teaching classrooms. Selected ICT classroom teaching teams will attend professional development in November and December; learning will be shared with other ICT classroom teachers through school-based professional development sessions.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 1. Per diem for selected teachers to attend classes on differentiation and special education strategies.
 2. Attendees' classes will be covered during grade-level meetings so learning can be shared with colleagues unable to attend outside professional development.
 3. Funds will be earmarked for after-school per session for teachers to collaborate on CCLS.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 1. Mentors teachers are assigned to all 1st year teachers and teachers new to the school.
 2. Literacy coaches and math coach hold monthly grade-level meetings to incorporate CCLS into curriculum, to plan units and assessments.
 3. New teacher committee holds quarterly, voluntary new teacher question/answer sessions.
 4. There is a published schedule of monthly instructional walk-throughs, informal observations and/or formal observations each accompanied by written feedback.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 1. Letter back-packed home with translation assistance
 2. School calendar back-packed home monthly in English and in Spanish
 3. Presentation at parent meeting after Winter Break in English with Spanish speaking PC assisting
 4. Presentation at January PTA Meetings by Principal with Spanish speaking PC assisting
 5. Presentation at December and January SLT Meetings by Principal with Spanish speaking Co-Chairperson assisting

**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 401	District 09	Borough Bronx	School Number 042
School Name PS 42			

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

Principal Pat Rigot-Kulow	Assistant Principal Ivette Matos
Coach Mary Flores-Camacho	Coach Vanessa Brisolesse
ESL Teacher Barbara Perkins	Guidance Counselor Joan Gadson
Teacher/Subject Area Wilson Toro	Parent Alith Garcia
Teacher/Subject Area type here	Parent Coordinator Oneida Solis
Related Service Provider type here	Other Magaly Paz
Network Leader type here	Other Sharon London

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	1	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	7
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	1		

D. School Demographics

Total number of students in school	501	Total Number of ELLs	92	ELLs as share of total student population (%)	18.36%
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Part II: ELL Identification Process

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

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

1. PS 42 follows the steps according to the NYS LEP Identification Process. The Director of Family Support Services, the school secretary, the Parent Coordinator, and a licensed ESL pedagogue are trained key members in the intake process of the Home Language Identification Survey (HLIS). Only the licensed ESL pedagogue will conduct the informal interview and Parent Orientation. Both, parent coordinator and ESL pedagogue are fully bilingual in English and Spanish. Once the Home Language Identification Survey (HLIS) is completed a copy of the HLIS is then placed in the student's cumulative record folder. If the Home Language Identification Survey indicates that the home language is English, the student enters the general monolingual education program. If the student's home language is not English, the Parent Coordinator seeks the ESL teacher who can conduct the informal oral interview in the parent's native language. Next, within 10 days, the ESL teacher administers the formal initial assessment, LAB-R to the student. If the student scores within the proficiency range as indicated on the LAB-R cut scores, the student is not identified as an English Language Learner or Limited English Proficient (LEP) and enters the general monolingual education program. If the student does not score within the proficiency range as indicated by the LAB-R cut scores, the student is identified as an English Language Learner or Limited English Proficient (LEP) and placed in the appropriate program: a Freestanding ESL Program. Once the LAB-R results show that a child is an ELL and the HLIS indicates that Spanish is the language used in the home, a licensed ESL pedagogue will then administer the Spanish LAB-R to determine language dominance. A parent orientation is conducted where the parents view the DVD, are explained the 3 different programs for ELL. Regardless of the program, as an LEP student, the student will take the NYSESLAT during the month of May, depending on the scheduled exam dates. The LEP student will continue to take this exam until he/she scores a level of proficiency on each language modalities: Listening, Speaking, Reading and Writing. The licensed ESL pedagogue and the assistant principal in charge of testing will print out from the Automated School System (ATS) the following reports that will help determine NYSESLAT eligibility: RLER (List of students eligible to take the LAB-R or NYSESLAT; RMSR (Exam primary/secondary report (ELA, MATH, NYSESLAT, LAB-R); and the RNMR (NYSESLAT scores and modality breakdown).

2. The Parent Orientation will be held immediately after the first ten days the school has to administer the LAB-R to newly enrolled students. A licensed ESL pedagogue fluent in English and Spanish will conduct the Parent Orientation for newly enrolled students. The appropriate program, Transitional Bilingual, Dual Language or Freestanding ESL is chosen based on parent preference and number of students with the same native language in two contiguous grades. In our school there is only a Freestanding ESL program. Parents whose children have been identified as LEP students according to the process outlined above in number one will be sent a letter to attend a Parent Orientation. During this Parent Orientation an agenda will be followed that includes: a review of the LEP Identification Process, a video that explains the available programs for LEP students, the Parent Selection and Survey form, and A Guide to Parents of LEP students. Following this, there will be a time for questions and answers. All newly admitted students throughout the year will follow this same process as described above in questions one and two. The first Parent Orientation will occur on Back to School Night in September. Subsequently, throughout the year, parents of newly admitted students will be given an individual Parent Orientation. Upon completion of the Parent Selection and Survey form, the original is placed in the student's cumulative record folder. Parents who have chosen a TBE/DL will be notified immediately if either one of those programs become available in the school. Also, the school's administration (principal and assistant principal) will collaborate with the Network Leader and schools within their network to keep

informed of TBE/DL availability and inform the parents.

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

4. The ESL teacher reviews the Parent Survey and Program Selection form, as well as the number of students in two contiguous grades who have the same native language. If there are 15 or more students in two contiguous grades who have the same native language, and if the Parent Survey and Program Selection forms filled out by the parents of these students indicate a preference for a Transitional Bilingual Education Program, then administration will be notified and will be informed that a Transitional Bilingual Program must be provided. However, if the numbers indicate a Transitional Bilingual Education Program could be made available, but the Parent Survey and Program Selection forms filled out by the parents of these students indicate a preference for English as a Second Language (ESL) Program, then the students will enter a Freestanding ESL Program as per parents’ written request. The default program placement for students whose parents do not complete and submit the Parent Survey is TBE. However, our school only has Freestanding ESL program. During all Parent Orientation meetings, before and after parents watch the video the licensed ESL pedagogue will explain the benefits of each program (TBE, Dual Language, and ESL). Materials will be given to parents about ELL programs in their home language. We will also have a question and answer period is provided in Spanish for parents whose native language is Spanish. During the review of the Home Language Identification Survey (HLIS) we will identify those parents who speak a language other than English and/or Spanish that will be attending our Parent Orientation. The purpose is so that we may contact the Translation and Interpretation Unit to contract a translator if needed during the Parent Orientation.

5. In the past two years, 95% of parents of newly admitted LEP students have requested Freestanding ESL.

6. Yes, an ESL program model is offered at PS 42 as aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual	0	0	0	0	0	0								0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	54	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	38	0	6	54	0	13	0	0	0	92
Total	38	0	6	54	0	13	0	0	0	92

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														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
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	11	10	12	14	20	12								79

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
Chinese	0													0
Russian	0													0
Bengali	0													0
Urdu	0													0
Arabic	0													0
Haitian	0													0
French	0			2	1	1								4
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	0	1	2	3	2	1								9
TOTAL	11	11	14	19	23	14	0	92						

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?

1. P.S. 42 services its ELL students via a free standing ESL program. Students are grouped according to their grade levels and proficiency levels. Our ESL program is an academic interdisciplinary Balanced Literacy program designed to allow students to acquire English language proficiency within the four language modalities: listening, speaking, reading, and writing. Furthermore, ELL Students are evaluated with quantitative and qualitative assessments as per NYC Dept. of Education and NYS Dept. of Education with content knowledge and language proficiency. Our ESL services will provide opportunities for ELLs to achieve the same educational goals and standards as the general education student population.

A. Programming and Scheduling Information

Due to the wide range of language proficiencies in each grade, CES 42 will be ESL push-in and pull-out model for grades K-5. By using highly flexible grouping based on general education and assessment data (ECLAS, NYSESLAT, NYS Assessments, ELL Periodic Assessment, Running Records, and Student work), including conference notes, students will receive instruction based on their language and academic needs. Instruction will include small group and whole group. ELLs receive all instruction, including content area instruction in English using ESL methodologies.

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

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

4. Not applicable because we do not have transitional bilingual or dual language classes.

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

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

Regarding instructional support, SIFE students will receive ESL pull-out services to meet their linguistic and academic goals. The pull-out services will provide instruction in a small group of no more than 12 students.

B. The newcomers will be supported with ESL push in and pull out models throughout the instructional day. The students focus will be to enhance their reading, writing, listening, and speaking skills through the use of graphic organizers, scaffolding, and vocabulary words. In addition the students will also be enhancing their reading skills with small group instruction as well as guided reading groups. The students will also focus their Extended Day on Creative Writing skills with the Writing Process. Additional support will be offered after school on and Saturdays with test sophistication strategies and test sophistication materials. The ELL/SWD/Holdover students will be serviced in Extended Day by the Coaches.

Each classroom has different genres and different levels for students to utilize. The classroom teachers also have Science and Social Studies textbook for all students to utilize during the instructional day. Newcomers will receive one supplemental period each day of beginning level English instruction beginning at the time of each student's enrollment at PS 42. This course will provide a period of instruction around NYS ESL Standards 1, 4 and 5. This period of instruction will be to meet the students' foundational linguistic needs by supporting the development of Basic Interpersonal Communication Skills (BICS) to support communication with the classroom teacher, students and other school staff. The following periods of instruction will continue to incorporate NYS ESL Standards 1, 4 and 5; however instructional focus will incorporate NYS ESL Standards 2 and 3 in order to develop Cognitive Academic Language Proficiency (CALP). Lastly, instructional support in the students' L1 will be provided as needed and as available.

A. Programming and Scheduling Information

The instructional plan for ELLs who have received 0 years of service, regardless of whether or not they were born in the U.S.A., and ELLs who have received 1-3 years of service will receive more instructional support with oral language development. This support will be provided through Tier 1, 2, and 3 vocabulary instruction, choral repetition, scaffolded language prompts, whole class, small group and pair discussions. Cognitive development in the second language occurs during Pre-Production, the first stage of second language acquisition at the time when the child is developing oral language skills, which include both listening and speaking skills. This stage of second language acquisition sets the foundation on which ELLs develop the academic language required to build reading and writing skills in the second language. Using the NYS ESL Standards that specifically address listening and speaking skills, and the Core Language Standards, as well as conference notes, goals will be set and taught by the ESL teacher during ESL instruction. In addition, the classroom teacher and the ESL teacher will collaborate during planning periods, before/after school, and/or lunch time to further support oral language development for newcomers in their classroom.

PS 42, families of all ELLs who have received 0-3 years of service will be strongly encouraged to attend the ELL Saturday Academy; and to have their child attend SCAN/Learn & Lead after school program.

C.If a student still needs ESL services after three years in the bilingual/ESL program, his/her case will be examined and an extension of services will be determined. With the extension of services, the student will continue to stay in an ESL setting in order to be an environment where they can excel academically, and to avoid inconsistency in program instruction. For ELLs who have been receiving services for 4 to 6 years, the ESL and the classroom teacher will review school and all ELL data to determine deficient areas in the modalities of listening, speaking, reading, and writing. The ESL teacher will ensure that all ELLs receive the instructional wunits allocated based on their levels of language fluency and academic proficiency. In addition, differentiating instruction by exposing students to more read alouds, listening centers, and oral conversations will ensure ELLs meet proficiency levels. Next, together the ELLs' instructors will set academic and language goals to be taught using the instructional resources from the RIGOR (Reading Instructional Goals for Older Readers) program to increase CALP through instruction of Tier 2 academic vocabulary and Tier 3 content area vocabulary. In addition, long-term ELLs will be offered an engaging curriculum, drawing on their backgrounds, and organizing collaborative activities to scaffold instruction. Also, in collaboration with the classroom teacher and the ESL teacher we will create learning communities in the classroom where the students build confidence in themselves as learners. Instructional materials to support language proficiency are leveled and used accordingly based on the proficiency level of the students. We take into account the point of entry of every ELL to improve student achievement and to ensure that ELLs are provided with a high quality education that will enable them to meet academic standards. The academic language development of our ELL population is planned accordingly to the program in which they are enrolled. Students in each grade level will receive daily, differentiated, small group guided reading instruction, using materials at the student's instructional reading level.

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

D. For ELLs who have been receiving services for 6 or more years, both Tier I and Tier II interventions as well as the ESL academic and language needs will be reviewed by the classroom teacher and ESL teacher, and then by the School Assessment Team. Upon completion

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)
6.	100%	
	75%	
7.	50%	
	25%	
		Dual Language
	100%	
	75%	
	50%	
	25%	
		Freestanding ESL
	100%	
	75%	
	50%	

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. All ELLs, regardless of subgroup, are receiving the mandated ESL, ELA, Math and other content area allotted instructional time. For newcomers and long-term ELLs, instruction will include Tier 2 academic vocabulary and Tier 3 content area vocabulary as well as content area concepts. In addition, for newcomers, lesson preparation will emphasize building background to prepare students for vocabulary and concepts of Math, Science, and Social Studies units. Targeted intervention for content area instruction for ELLs with special needs and SIFE students will be followed as outlined above in the corresponding sections. Our ELL Saturday Academy Program is used to provide academic intervention to our ELL population. English is the language in which intervention services are offered, however, with SIFE students, the native language might be used to strengthen students' native language proficiency and skills to ensure they are able to transfer these skills to the second language.

9. Students who have reached proficiency on the NYSESLAT will be monitored for additional support and will be placed in the pull out program with the other students as needed. The teachers will inform the ESL teachers as needed. In addition, ELLs students reaching proficiency levels on the NYSESLAT will be entitled to continue to receive testing modifications for one more year.

10. At the end of this school year 2011-2012, programming and scheduling will be reviewed by administration. During this time changes will be made to address the instructional needs of all ELL students.

11. No ESL programs/services will be discontinued unless all students test out of ESL or unless numbers of LEP students goes down to zero. Parent survey and selection forms also will be an indicate a need for a program change.

12. All ELL students are mandated to participate in the Extended Day Program (Tuesday, Wednesday, and Thursday) and are be encouraged to join our after school academic and extracurricular arts and sports leadership and enrichment program, SCAN/Learn & Lead; and the PS 42 Saturday Academy.

13. The instructional materials used to support ELLs are: SMARTboards, conference notes, small group plans, Fountas & Pinnell running record assessment materials, Macmillian/McGraw-Hill Math and the Hartcourt Science and Social Studies textbooks, Balanced Literacy leveled libraries (by levels and genres), picture dictionaries, vocabulary-picture cards, picture books, . In addition, students will be provided with laptops/computers to access the following websites to support development: McGraw Hill Acuity (Reading and Math), Starfall, Brain Pop (and Brain Pop Jr.).

14. The PS 42 ESL Program offers native language support through bilingual teachers and language buddies. Bilingual Spanish-English teachers provide native language support when students are unable to communicate in English in the classroom. Language buddies are also provided for students whose teachers who are not able to communicate in the student's native language if applicable. Language buddies are students who share the same native language.

15. Yes. All required services support and resources correspond to ELLs' ages and grade levels. All ELLs have a different entry point. Therefore, ELLs will be exposed to a comprehensive core curriculum in literacy and mathematics to meet the challenges of English Language Learners. Support staff providing instruction to our ELL population receives ongoing professional development on research-based coaching and teaching strategies to support our ELL community. The ESL teacher in collaboration with our literacy coaches, math

B. Programming and Scheduling Information--Continued

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

8. All ELLs, regardless of subgroup, are receiving the mandated ESL, ELA, Math and other content area allotted instructional time. For newcomers and long-term ELLs, instruction will include Tier 2 academic vocabulary and Tier 3 content area vocabulary as well as content area concepts. In addition, for newcomers, lesson preparation will emphasize building background to prepare students for vocabulary and concepts of Math, Science, and Social Studies units. Targeted intervention for content area instruction for ELLs with special needs and SIFE students will be followed as outlined above in the corresponding sections. Our ELL Saturday Academy Program is used to provide academic intervention to our ELL population. English is the language in which intervention services are offered, however, with SIFE students, the native language might be used to strengthen students' native language proficiency and skills to ensure they are able to transfer these skills to the second language.

9. Students who have reached proficiency on the NYSESLAT will be monitored for additional support and will be placed in the pull out program with the other students as needed. The teachers will inform the ESL teachers as needed. In addition, ELLs students reaching proficiency levels on the NYSESLAT will be entitled to continue to receive testing modifications for one more year.

10. At the end of this school year 2011-2012, programming and scheduling will be reviewed by administration. During this time changes will be made to address the instructional needs of all ELL students.

11. No ESL programs/services will be discontinued unless all students test out of ESL or unless numbers of LEP students goes down to zero. Parent survey and selection forms also will be an indicate a need for a program change.

12. All ELL students are mandated to participate in the Extended Day Program (Tuesday, Wednesday, and Thursday) and are be encouraged to join our after school academic and extracurricular arts and sports leadership and enrichment program, SCAN/Learn & Lead; and the PS 42 Saturday Academy.

13. The instructional materials used to support ELLs are: SMARTboards, conference notes, small group plans, Fountas & Pinnell running record assessment materials, Macmillian/McGraw-Hill Math and the Hartcourt Science and Social Studies textbooks, Balanced Literacy leveled libraries (by levels and genres), picture dictionaries, vocabulary-picture cards, picture books, . In addition, students will be provided with laptops/computers to access the following websites to support development: McGraw Hill Acuity (Reading and Math), Starfall, Brain Pop (and Brain Pop Jr.).

14. The PS 42 ESL Program offers native language support through bilingual teachers and language buddies. Bilingual Spanish-English teachers provide native language support when students are unable to communicate in English in the classroom. Language buddies are also provided for students whose teachers who are not able to communicate in the student's native language if applicable. Language buddies are students who share the same native language.

15. Yes. All required services support and resources correspond to ELLs' ages and grade levels. All ELLs have a different entry point. Therefore, ELLs will be exposed to a comprehensive core curriculum in literacy and mathematics to meet the challenges of English Language Learners. Support staff providing instruction to our ELL population receives ongoing professional development on research-based coaching and teaching strategies to support our ELL community. The ESL teacher in collaboration with our literacy coaches, math coach, and classroom teacher select instructional materials that are age and grade appropriate in order to promote proficiency level.

B. Programming and Scheduling Information--Continued

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

8. All ELLs, regardless of subgroup, are receiving the mandated ESL, ELA, Math and other content area allotted instructional time. For newcomers and long-term ELLs, instruction will include Tier 2 academic vocabulary and Tier 3 content area vocabulary as well as content area concepts. In addition, for newcomers, lesson preparation will emphasize building background to prepare students for vocabulary and concepts of Math, Science, and Social Studies units. Targeted intervention for content area instruction for ELLs with special needs and SIFE students will be followed as outlined above in the corresponding sections. Our ELL Saturday Academy Program is used to provide academic intervention to our ELL population. English is the language in which intervention services are offered, however, with SIFE students, the native language might be used to strengthen students' native language proficiency and skills to ensure they are able to transfer these skills to the second language.

9. Students who have reached proficiency on the NYSESLAT will be monitored for additional support and will be placed in the pull out program with the other students as needed. The teachers will inform the ESL teachers as needed. In addition, ELLs students reaching proficiency levels on the NYSESLAT will be entitled to continue to receive testing modifications for one more year.

10. At the end of this school year 2011-2012, programming and scheduling will be reviewed by administration. During this time changes will be made to address the instructional needs of all ELL students.

11. No ESL programs/services will be discontinued unless all students test out of ESL or unless numbers of LEP students goes down to zero. Parent survey and selection forms also will be an indicate a need for a program change.

12. All ELL students are mandated to participate in the Extended Day Program (Tuesday, Wednesday, and Thursday) and are be encouraged to join our after school academic and extracurricular arts and sports leadership and enrichment program, SCAN/Learn & Lead; and the PS 42 Saturday Academy.

13. The instructional materials used to support ELLs are: SMARTboards, conference notes, small group plans, Fountas & Pinnell running record assessment materials, Macmillian/McGraw-Hill Math and the Hartcourt Science and Social Studies textbooks, Balanced Literacy leveled libraries (by levels and genres), picture dictionaries, vocabulary-picture cards, picture books, . In addition, students will be provided with laptops/computers to access the following websites to support development: McGraw Hill Acuity (Reading and Math), Starfall, Brain Pop (and Brain Pop Jr.).

14. The PS 42 ESL Program offers native language support through bilingual teachers and language buddies. Bilingual Spanish-English teachers provide native language support when students are unable to communicate in English in the classroom. Language buddies are also provided for students whose teachers who are not able to communicate in the student's native language if applicable. Language buddies are students who share the same native language.

15. Yes. All required services support and resources correspond to ELLs' ages and grade levels. All ELLs have a different entry point. Therefore, ELLs will be exposed to a comprehensive core curriculum in literacy and mathematics to meet the challenges of English Language Learners. Support staff providing instruction to our ELL population receives ongoing professional development on research-based coaching and teaching strategies to support our ELL community. The ESL teacher in collaboration with our literacy coaches, math coach, and classroom teacher select instructional materials that are age and grade appropriate in order to promote proficiency level.

16. Parents and students meet with the ESL teacher and receive the following in the student's native language if possible: tour of the school

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

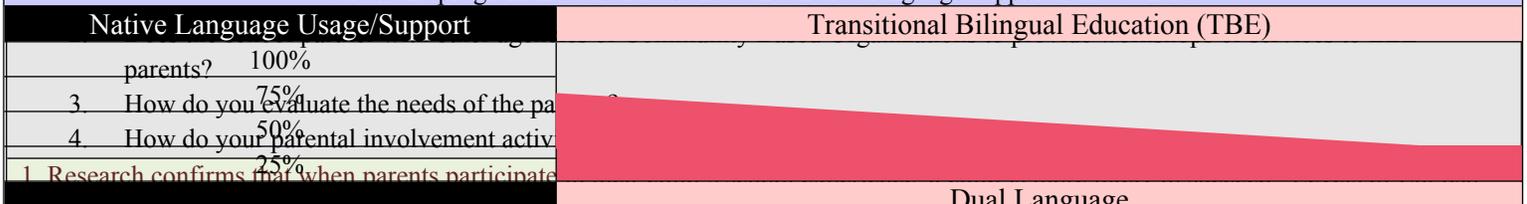
	Beginning	Intermediate	Advanced
C. Schools with Dual Language Programs			
1. How much time (%) is the target language used for EPs and ELLs in each grade?			
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?			
3. How is language separated for instruction (time, subject, teacher, theme)?			
4. What Dual Language model is used (side-by-side, self-contained, other)?			
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?			
Not Applicable			

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

D. Professional Development and Support for School Staff	
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)	
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?	
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.	
<p>1. Teachers will receive staff development in multiple ways to monitor student progress. One way is through individual meetings after administering ECLAS, the ELL periodic assessment, and running records. The classroom teacher and the ESL teacher will share student progress by analyzing class work and assessment data. The meetings will be between the classroom teacher and the ESL teacher to discuss student progress towards academic and language goals by analyzing class work and assessment data. Additionally, ongoing Professional Development which includes instructional support and technical assistance on the latest ELL policies and trends will be facilitated by our network ELL Support Staff. ESL teachers will attend network and citywide workshops, other teachers are encouraged to attend. Our workshops will focus on the implementation of ESL methodology throughout all content areas and the differentiation of instruction to meet the needs of our ELLs.</p> <p>2. The school leadership, guidance counselor, and parent coordinator work together to create a well-designed transition plan to restore the sense of belonging once our ELLs leave our school. We have transition activities including open house visits to the new middle school. The guidance counselor and/or parent coordinator will coordinate these visits and accompany parents and their children when needed. Also, we have information sharing between middle school administrators and counselors and elementary staff to help facilitate the transition initiatives. In addition, our guidance counselor conducts meetings individual and group meetings with ELLs to address the sensitivities and anxieties accompanying a move to a new school. The guidance counselor also ensures that parents attend middle school fairs. The school leadership encourages parents to work with us as partners in this effort to support our ELL population to help them recognize that becoming comfortable in a new school setting is an ongoing process. We make sure we build their self esteem and encourage them to continue succeeding in this educational path.</p> <p>3. In addition to individual meetings, teachers will meet during NYC Professional Development (PD) days. The professional development workshops will insure that we are providing the required 7.5 hours of training for all staff. The PD workshops will teach subject matter that will develop teachers' understanding and knowledge of second language acquisition – on how to scaffold academic language objectives in order for ELLs to develop oral language skills that support literacy skills in reading and writing – ESL instructional strategies, and how to collect and analyze student data and use it to differentiate instruction. Therefore, teachers from grades K-5 will also use this time to collaboratively examine student work, conference notes, assessments, and share ESL teaching strategies that have worked for their students or need improvement. Teachers will also have the opportunity to observe the ESL teacher conducting demonstration lessons and discuss best ESL teaching practices, techniques, and strategies. The ESL teacher will maintain sign-in sheets, agendas, and handouts to support teacher participation.</p>	

Native Language Usage and Supports

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



E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Research confirms that when parents participate in their child's school experience, a child is more likely to succeed. Levels of English language proficiency should not be a barrier for active parent involvement. We are committed to provide every child with the chance to excel academically and to become fluent in English and we are fully aware that parents are key players in order to make this happen for our children. Together with our Parent Coordinator, and our PTA executive members we continually strive to improve the communication with our LEP families. At our orientation session with all parents and our annual "Open House" (early in September-within 10 days of student's enrollment), we provide parents of new ELLs with guidance on how to make the right decision about a program as well as the "exit rate" from the ELL programs. Our session also inform our parents on state common core learning standards, assessments, school expectations, and promotion policy. Our parent coordinator and PTA President will assist with the translating services in Spanish. The HLIS will be used to determine if there is the need to contract an interpreter who speaks a language other than English if necessary.

2. Our school is partnered with SCAN Community Based Organization. SCAN collaborates with the school to ensure that ELL parents have participation in parent workshops, such as ESL classes, Developing Good Parenting Skills, etc. Parents are also encouraged to volunteer in school activities and festivities during and after school hours. Our parent coordinator plans monthly workshops for all parents, ELLs included, on various topics. The parent coordinator and the ESL teacher assist with the translation during these workshops.

3. At PS 42 we use the Home Language Identification Survey (HLIS) to analyze the translation services we will provide the parents. We also have sent a parent a form to indicate the language of comfort. To ensure that all parents are included in the school community, all communications are made in English and Spanish. Written communications include but are not limited to centrally and regionally produced critical communications, student specific critical documents, school permission slips, school events memos, translated homework instructions, messages from the principal, and communications from Chancellor of the Department of Education. The staff at CES 42 is also reflective of the needs of the community. CES 42 has a bilingual assistant principal, parent coordinator, one bilingual teacher, one ESL teacher who speaks fluent English and Spanish, and other support staff who also speaks two languages. CES 42 also has a parent room with bilingual resources. The large percentage of bilingual personnel ensures that families have access to verbal communication with the school.

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The workshops will be held on two Saturdays for 90-minutes from 10:00 a.m. to 11:30 a.m. on April 2, 2012, and April 9, 2012. Ninety minutes will be devoted to teaching parents and/or guardians modified instructional strategies that parents and/or guardians can use at home; how to create schedules that support study habits and environments that are conducive to studying; and how to incorporate short periods of quality study when family priorities and events arise. During these 90 minutes, parents and/or guardians will be given opportunities to develop materials needed for home study. Therefore, in order to implement these workshops, the following supplies will be needed: pencils, paper, notepads, folders, and copy paper. Our parent coordinator, assistant principal, and ESL teacher are available to provide translation as needed.

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.
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16. Parents and students meet with the ESL teacher and receive the following in the student's native language if possible: tour of the school

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.

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)?

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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.

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2. The school leadership, guidance counselor, and parent coordinator work together to create a well-designed transition plan to restore the sense of belonging once our ELLs leave our school. We have transition activities including open house visits to the new middle school. The guidance counselor and/or parent coordinator will coordinate these visits and accompany parents and their children when needed. Also, we have information sharing between middle school administrators and counselors and elementary staff to help facilitate the transition initiatives. In addition, our guidance counselor conducts individual and group meetings with ELLs to address the sensitivities and anxieties accompanying a move to a new school. The guidance counselor also ensures that parents attend middle school fairs. The school leadership encourages parents to work with us as partners in this effort to support our ELL population to help them recognize that becoming comfortable in a new school setting is an ongoing process. We make sure we build their self-esteem and encourage them to continue succeeding in this educational path.

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E. Parental Involvement

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Part V: Assessment Analysis

A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	7	4	6	3	4								27
Intermediate(I)	0	4	5	8	6	3								26
Advanced (A)	8	0	5	5	14	7								39
Total	11	11	14	19	23	14	0	0	0	0	0	0	0	92

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	0	0	1	0	0							
	I	0	5	3	1	0	1							
	A	8	3	9	7	14	8							
	P	0	1	2	6	8	6							
READING/ WRITING	B	3	5	1	4	1	2							
	I	0	4	4	5	7	4							
	A	8	0	3	4	11	7							
	P	0	0	4	2	4	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4	9	7	1	0	17
5	3	3	1		7
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	2		1						3
4	4		5		7		1		17
5	0		6	1	3		6		16
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	1		0		5		2		8
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

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.

Part VI: LAP Assurances

School Name: PS 42

School DBN: 09X042

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/14/11
	Assistant Principal		10/14/11
	Parent Coordinator		10/14/11
	ESL Teacher		10/14/11
	Parent		10/14/11
	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		10/14/11
	Coach		10/14/11
	Coach		10/14/11
	Guidance Counselor		10/14/11
	Network Leader		10/14/11
	Other <u>Assistant Principal</u>		10/14/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x042 **School Name:** PS 42 Claremont Community

Cluster: 400 **Network:** 401

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

Part A: Needs Assessment Findings

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

According to the Home Language Identification Survey, PS 42 has found that 81% of the 92 ELLs speak Spanish at home. Within the first 30 days of student's enrollment, PS 42 determines the primary language spoken by the parent of each student. If the language is not English, the school will determine whether the parent requires language assistance in order to communicate effectively with the school. The school maintains a current record of the primary language of each parent and stores information in ATS and on the student emergency cards

To ensure that all parents are included in the school community, all communications are made in English and Spanish. Written communications include but are not limited to centrally and regionally produced critical communications, student specific critical documents, school events memos, translated homework instructions, messages from the principal, and communications from Chancellor Walcott. Centrally and regionally produced critical communications include: registration forms, standards and performance such as report cards, conduct and safety information, special education information, and transfer or discharge forms. Student specific critical documents include student specific information regarding health, safety, legal, or disciplinary matters, entitlement to public education or placement in Special Education, ESL, or non-standard program, progress reports, and permission slips/consent forms.

The staff at PS 42 is also reflective of the needs of the community. PS 42 has two bilingual assistant principals, parent coordinator, and a few bilingual teachers and support staff. PS 42 also has a parent room with bilingual resources.

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.

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

Part B: Strategies and Activities

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

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

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

To meet the oral interpretations services goals, PS 42 will use their in-house school staff to meet the needs described in Part A. During parent workshops and school wide events, a translator will be present to assist in all communications. During parent teacher conferences, all bilingual support staff will be able to be used for translation. When the teacher cannot directly serve as a translator himself or herself, other in house staff will be available for translation.

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>.

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

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Claremont Community	DBN: x042
Cluster Leader: Chris Groll	Network Leader: Roxan Marks
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 87 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Part C: Professional Development

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

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

Begin description here:

Part D: Parental Engagement Activities

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

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

Begin description here:

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		