



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE LEONARD P. STAVISKY EARLY CHILDHOOD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q242

PRINCIPAL: PATRICIA COSTA

EMAIL: [PCOSTA@SCHOOLS.NYC.GOV](mailto:PCOSTA@SCHOOLS.NYC.GOV)

SUPERINTENDENT: DANIELLE DIMANGO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Patricia Costa	*Principal or Designee	
Vanessa Romano/Liane Bono	*UFT Chapter Leader or Designee	
Kara Leone	*PA/PTA President or Designated Co-President	
none	DC 37 Representative, if applicable	
none	Student Representative ( <i>optional</i> )	
none	CBO Representative, if applicable	
Roseanne DiPiano	Member/Teacher	
Deanna Napolitano	Member/Teacher	
Jenna Peppaceno	Member/Teacher	
Elizabeth Piaser	Member/Teacher	
Alexandra Hios-Maris	Member/Para professional	
Elizabeth Alfaro	Member/Parent	
Angel Chang	Member/Parent	
Zizi Durkovich	Member/Parent	
Andrea Lai	Member/Parent	
Naureen Schmall	Member/Parent	
Amy Soler	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

To improve the level of student performance in literacy by June 2013, each student will experience two common core aligned units of study: one in the fall and one in the spring, which are aligned to the literacy standards in ELA, social studies, and/or science. These Common Core aligned units are well-crafted instructional units that provide appropriate supports and multiple entry points for all learners, including students with disabilities and English Language Learners. Within these units, students are asked to read and analyze informational texts and write opinions and arguments in response. Student progress in reading and analyzing texts, and writing opinions and argument, based on agreed upon criteria, will be evident between the pre and post assessment scores given in each unit.

### **Comprehensive needs assessment**

- Analysis of student reading levels and writing pieces, as compared to the new more rigorous Common Core State Standards for ELA, reveal a need to develop more effective and differentiated teaching strategies to ensure that all students are prepared to meet the new standards for Reading and Writing for their grade.
- Analysis of our students' performance on the grade three ELA assessment in June 2012 reveal a need to provide enriched differentiated instruction that will move more students who are now performing at level three to level four.
- Areas for improvement on our last Quality Review indicate the need to ensure all teachers receive regular oral and written feedback about their work and use it to inform detailed professional development plans based on their individual needs, and to support staff in making the best use of all the available data to differentiate instruction consistently.

### **Instructional strategies/activities**

- With the support of Network Instructional Specialists, TCRWP Staff Developers, Administration, CCSS, and Literacy Team Teachers, teachers will engage in professional development around the CCSS for Literacy with a focus on informational texts.
- Teachers will work collaboratively in cross-grade and grade-level teams to look closely at student work to determine next steps needed to reach the level of performance that the CCSS demands.
- With the support of TCRWP Staff Developers and Grade Level Literacy Lead Teachers, teachers will develop and implement performance tasks and the rubrics to analyze student performance and progress. Using rubrics and the CCSS, teachers will continue the cycle of inquiry and continuous improvement.

### **Strategies to increase parental involvement**

- Monthly Parent as Learning Partners classroom demonstrations followed by parent workshops in all curricular areas conducted by cross grade curriculum-based teacher teams provide support to parents to help their children's learning at home, and in understanding the more rigorous expectations of the new CCSS.
- Regularly scheduled parent meetings and workshops including PTA and SLT meetings, student and professional performances, class trips, and reading and writing celebrations and publishing parties, where curriculum and instruction information is shared and explained.
- Open School weeks, parent-teacher conferences, and an Open Door Open School Policy encourage parents to be part of the classroom and school experience.
- Access to materials and resources including offsite parent workshops at Teachers College Reading and Writing Project.
- Online resources on our school website, DOE, ARIS Parent Link, and TCRWP websites are available to parents for in-school and/or at-home use to support their child's learning and to monitor student progress.
- Monthly class and/or grade specific newsletters posted on our website and backpacked provide information on Units of Study, assignments and performance tasks, and explain what students are learning.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: i3 Reading Recovery Grant

**Service and program coordination**

- Our Universal Pre K is enhancing our ability to support families and student learning.
- Ongoing collaboration with Chinese American Parent Association and Korea Taekwondo provides afterschool childcare, homework help, academic, movement, and arts activities aligned with our goals. (OTPS)
- Ongoing collaboration with Young Audiences of New York as a partnership school enhances our curriculum providing artist in residence in musical theater and visual arts as well as student and professional music and dance performances and visits to museums and other cultural institutions. (OTPS)
- Ongoing collaboration with Teachers College Reading and Writing Project provides high quality differentiated professional development opportunities for all teachers including twenty days of on-site lab-site Professional Development by expert TCRWP staff developers and off-site calendar day workshops. (OTPS/PS)
- Network and TCRWP monthly workshops for administration and teachers along with biweekly grade conferences led by our literacy, math, and content grade leaders, and Inquiry Team and AIS teams, drive our improvement. Additional off-site professional development in intervention strategies are provided including Reading Recovery, Wilson, etc. Time in the schedule for lab-site study and grade-level and cross-grade collaboration and planning builds coherence and capacity. (OTPS/PS)

## **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**

By June 2013, all students will have completed at least two grade appropriate cognitively demanding common core aligned math units. These units are well-crafted with appropriate supports and multiple entry points for all learners; including students with disabilities and English Language Learners. These units require students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments, to arrive at a viable solution. Student progress will be evident by comparing the scores on pre and post assessments before and after each unit.

### **Comprehensive needs assessment**

- Analysis of student performance in math as compared to the more rigorous Common Core State Standards for Math reveal a need to develop more effective and differentiated teaching strategies to ensure that all students are prepared to meet the new standards for their grade level.
- Areas for improvement on our last Quality Review indicate the need to ensure all teachers receive regular oral and written feedback about their work and use it to inform detailed professional development plans based on their individual needs, and to support staff in making the best use of all the available data to differentiate instruction consistently.
- Analysis of our students' performance on the grade three Math assessment in June 2012 revealed a need to provide enriched differentiated math instruction that will move more students who are now performing at level three to level four.

### **Instructional strategies/activities**

- With the support of Network Instructional Specialists, Administration, CCSS, and Math Team Teachers, teachers will engage in professional development around the CCSS for Math with a focus on modeling and constructivism.
- Teachers will work collaboratively in cross-grade and grade-level teams to look closely at student work to determine next steps needed to reach the level of performance that the CCSS demands.
- With the support of Network Instructional Specialists and Grade Level Math Lead Teachers, teachers will develop and implement performance tasks and the rubrics to analyze student performance and progress. Using rubrics and the CCSS teachers will continue the cycle of inquiry and continuous improvement..

### **Strategies to increase parental involvement**

- Monthly Parent as Learning Partners classroom demonstrations followed by parent workshops in all curricular areas conducted by cross grade curriculum-based teacher teams provide support to parents to help their children's learning at home, and in understanding the more rigorous expectations of the new CCSS.
- Regularly scheduled parent meetings and workshops including PTA and SLT meetings, student and professional performances, class trips, and reading and writing celebrations and publishing parties, where curriculum and instruction information is shared and explained.
- Open School weeks, parent-teacher conferences, and an Open Door Open School Policy encourage parents to be part of the classroom and school experience.
- Access to materials and resources including offsite parent workshops at Teachers College Reading and Writing Project.
- Online resources on our school website, DOE, ARIS Parent Link, and TCRWP websites are available to parents for in-school and/or at-home use to support their child's learning and to monitor student progress.
- Monthly class and/or grade specific newsletters posted on our website and backpacked provide information on Units of Study, assignments and performance tasks, and explain what students are learning.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Our Universal Pre K is enhancing our ability to support families and student learning.
- Ongoing collaboration with Chinese American Parent Association and Korea Taekwondo provides afterschool childcare, homework help, academic, movement, and arts activities aligned with our goals. (OTPS)
- Ongoing collaboration with Young Audiences of New York as a partnership school enhances our curriculum providing artist in residence in musical theater and visual arts as well as student and professional music and dance performances and visits to museums and other cultural institutions. (OTPS)
- Metamorphosis Math PD provides high quality differentiated professional development opportunities for teachers at off -site workshops. (OTPS/PS)
- Network Monthly workshops for administration and lead teachers along with biweekly grade conferences led by our literacy, math, and content grade leaders, and Inquiry Team and AIS teams, drive our improvement. Additional off-site professional development in intervention strategies are provided including Reading Recovery, Wilson, etc. Time in the schedule for lab-site study and grade-level and cross-grade collaboration and planning builds coherence and capacity. (OTPS/PS)

### **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**

By June 2013 all teachers will demonstrate progress toward the development of a shared understanding of instructional excellence, and improved effectiveness, specifically related to Questioning and Discussion Technique(3b), Engaging Students in Learning(3c), and Using Assessment in Instruction(3d) as assessed collaboratively based on mutually agreed upon components Level of Performance rubrics of Domain 3: Instruction, of Danielson's Framework for Teaching

#### **Comprehensive needs assessment**

- Analysis of student performance in math as compared to the new more rigorous Common Core State Standards for ELA and Math reveal a need to develop more effective and differentiated teaching strategies to ensure that all students are prepared to meet the new standards for their grade level.
- Areas for improvement on our last Quality Review indicate the need to ensure all teachers receive regular oral and written feedback about their work and use it to inform detailed professional development plans based on their individual needs, and to support staff in making the best use of all the available data to differentiate instruction consistently.
- Analysis of our students' performance on the grade three Math assessment in June 2012 reveal a need to provide enriched differentiated instruction that will move more students who are now performing at level three to level four and to provide accelerated growth for our ELLs in ELA.

#### **Instructional strategies/activities**

- Teachers will engage in professional development using Danielson's Framework for Teaching with a focus on Domain 3: Instruction.
- Teachers will self assess their practice using the Level of Performance Rubrics for Domain 3 components b, c, and d as a lens.
- Teachers will meet with colleagues and administration to reflect, discuss, and decide upon the component(s) they will work on and a Learning Plan will be collaboratively developed, implemented, and supported through school based and off-site professional development including TCRWP staff development,
- Network Instructional Support Specialists, classroom and school inter visitation, collaborative inquiry, and frequent formative observation and feedback.
- The Principal or Assistant Principal will conduct four to six formative observations for each teacher and provide meaningful feedback based on the mutually agreed upon component(s) of Domain 3: Instruction, of Danielson's Framework for Teaching.

#### **Strategies to increase parental involvement**

- Monthly Parent as Learning Partners classroom demonstrations followed by parent workshops in all curricular areas conducted by cross grade curriculum-based teacher teams provide support to parents to help their children's learning at home, and in understanding the more rigorous expectations of the new CCSS.
- Regularly scheduled parent meetings and workshops including PTA and SLT meetings, student and professional performances, class trips, and reading and writing celebrations and publishing parties, where curriculum and instruction information is shared and explained.
- Open School weeks, parent-teacher conferences, and an Open Door Open School Policy encourage parents to be part of the classroom and school experience.
- Access to materials and resources including offsite parent workshops at Teachers College Reading and Writing Project.
- Online resources on our school, DOE, ARIS Parent Link, I-Read, and TCRWP websites are available to parents for in-school and/or at-home use to support their child's learning and to monitor student progress.
- Weekly and/or Monthly class and/or grade specific newsletters posted on our website and backpacked provide information on Units of Study, assignments and performance tasks, and explain what students are learning.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Our Universal Pre K is enhancing our ability to support families and student learning.
- Ongoing collaboration with Chinese American Parent Association and Korea Taekwondo provides afterschool childcare, homework help, academic, movement, and arts activities aligned with our goals. (OTPS)
- Ongoing collaboration with Young Audiences of New York as a partnership school enhances our curriculum providing artist in residence in musical theater and visual arts as well as student and professional music and dance performances and visits to museums and other cultural institutions. (OTPS)
- Metamorphosis Math PD provides high quality differentiated professional development opportunities for teachers at off -site workshops. (OTPS/PS)
- Network Monthly workshops for administration and lead teachers along with biweekly grade conferences led by our literacy, math, and content grade leaders, and Inquiry Team and AIS teams, drive our improvement. Additional off-site professional development in intervention strategies are provided including Reading Recovery, Wilson, etc. Time in the schedule for lab-site study and grade-level and cross-grade collaboration and planning builds coherence and capacity. (OTPS/PS)

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

By June 2013 all teachers will demonstrate progress toward the development of a shared understanding of instructional excellence, and improved effectiveness, specifically related to grade level teams collaborating to design curriculum maps for each unit of study across subject area. This will be assessed collaboratively based on mutually agreed upon components of Danielson's Level of Performance rubrics of Domain 1: Planning and Preparation, specifically Designing Coherent Instruction (1e).

### **Comprehensive needs assessment**

- Analysis of student performance in math as compared to the new more rigorous Common Core State Standards for ELA and Math reveal a need to develop more effective and differentiated teaching strategies to ensure that all students are prepared to meet the new standards for their grade level.
- Areas for improvement on our last Quality Review indicate the need to ensure all teachers receive regular oral and written feedback about their work and use it to inform detailed professional development plans based on their individual needs, and to support staff in making the best use of all the available data to differentiate instruction consistently.
- Analysis of our students' performance on the grade three Math assessment in June 2012 reveal a need to provide enriched differentiated instruction that will move more students who are now performing at level three to level four and to provide accelerated growth for our ELLs in ELA.

### **Instructional strategies/activities**

- Teachers will engage in professional development using Danielson's Framework for Teaching with a focus on Domain 1: Planning and Preparation.
- Teachers will self assess their practice using the Level of Performance Rubrics for Domain 1 components e.
- Teachers will meet with colleagues and administration to reflect, discuss, and decide upon the component(s) they will work on and a Learning Plan will be collaboratively developed, implemented, and supported through school based and off-site professional development including TCRWP staff development,
- Network Instructional Support Specialists, classroom and school inter visitation, collaborative inquiry, and frequent formative observation and feedback.
- The Principal or Assistant Principal will conduct four to six formative observations for each teacher and provide meaningful feedback based on the mutually agreed upon component(s) of Domain 1: Planning and Preparation, of Danielson's Framework for Teaching.

### **Strategies to increase parental involvement**

- Monthly Parent as Learning Partners classroom demonstrations followed by parent workshops in all curricular areas conducted by cross grade curriculum-based teacher teams provide support to parents to help their children's learning at home, and in understanding the more rigorous expectations of the new CCSS.
- Regularly scheduled parent meetings and workshops including PTA and SLT meetings, student and professional performances, class trips, and reading and writing celebrations and publishing parties, where curriculum and instruction information is shared and explained.
- Open School weeks, parent-teacher conferences, and an Open Door Open School Policy encourage parents to be part of the classroom and school experience.
- Access to materials and resources including offsite parent workshops at Teachers College Reading and Writing Project.
- Online resources on our school, DOE, ARIS Parent Link, I-Read, and TCRWP websites are available to parents for in-school and/or at-home use to support their child's learning and to monitor student progress.
- Weekly and/or Monthly class and/or grade specific newsletters posted on our website and backpacked provide information on Units of Study, assignments and performance tasks, and explain what students are learning.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Our Universal Pre K is enhancing our ability to support families and student learning.
- Ongoing collaboration with Chinese American Parent Association and Korea Taekwondo provides afterschool childcare, homework help, academic, movement, and arts activities aligned with our goals. (OTPS)
- Ongoing collaboration with Young Audiences of New York as a partnership school enhances our curriculum providing artist in residence in musical theater and visual arts as well as student and professional music and dance performances and visits to museums and other cultural institutions. (OTPS)
- Metamorphosis Math PD provides high quality differentiated professional development opportunities for teachers at off -site workshops. (OTPS/PS)
- Network Monthly workshops for administration and lead teachers along with biweekly grade conferences led by our literacy, math, and content grade leaders, and Inquiry Team and AIS teams, drive our improvement. Additional off-site professional development in intervention strategies are provided including Reading Recovery, Wilson, etc. Time in the schedule for lab-site study and grade-level and cross-grade collaboration and planning builds coherence and capacity. (OTPS/PS)

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>RTI Model if Intervention according to School’s Action Plan, based on Universal Screening and benchmark level (TC assessments)</p> <ul style="list-style-type: none"> <li>• Tier 1- one level below reading benchmark-Balanced Literacy Approach</li> <li>• Tier 2-two levels below reading benchmark-Fountis And Pinnel LLI, and related reading materials Foundations</li> <li>• Tier 3- three levels below benchmark- Fountis and Pinnel LLI and related reading materials,Foundations, Reading Recovery</li> <li>• Those students not making significant progress at Tier 3 are referred for Special Ed services</li> </ul>	<p><b>Tier 1</b> Guided Reading, strategy groups, peer tutoring one on one</p> <p><b>Tier 2</b> small group-3-5 max one on one</p> <p><b>Tier 3</b> One on one, small group, 3 students max</p>	<ul style="list-style-type: none"> <li>• <b>Tier 1</b> In classroom, during Literacy Bloc, by teacher and AIS provider. <b>Duration: 5-6 weeks or less</b></li> <li>• <b>Tier 2</b> 3x a week,20-30 minutes(frequency) mostly out of classroom during Literacy bloc, tutorial/extended day <b>Duration:9-12 weeks or less</b></li> <li>• <b>Tier 3</b> 5x a week,30 minutes,(frequency) <b>Duration: 3-6 months or less</b></li> </ul>
Mathematics	<p>-Use of manipulatives -guided practice -repeated directions</p>	<p>Flexible grouping, small group strategy instruction, 1 on 1, peer tutoring</p>	<p>Within Math Block during the day, tutorial, or extended day</p>
Science	<p>-Vocabulary cards -small group reading</p>	<p>Flexible grouping, small group strategy instruction, 1 on 1,</p>	<p>Within science period during the day, tutorial, or extended day</p>

	-reinforcement of content	peer tutoring	
Social Studies	-Vocabulary cards -small group reading -reinforcement of content	Flexible grouping, small group strategy instruction, 1 on 1, peer tutoring	Within social studies period during the day, tutorial, or extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-Behavior strategies -Conflict resolution strategies and procedures	Small group or individual sessions to address behavior issues and practice strategies. Classroom lessons to address whole class issues.	During the school day, tutorial or extended day.

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

100% of teachers are highly qualified according to the 2011-12 BEDS survey. We are committed to professional learning and the tenet that when the teachers and administrators are learning – the students are learning. A wide variety of learning opportunities are offered to teachers and paraprofessionals and supported with OTPS and per session and per diem funds.

Ongoing differentiated professional development opportunities are provided at least weekly including curriculum cross-grade and grade-level teacher team meetings. Biweekly grade or staff conferences led by our literacy, math, and content grade leaders, and Inquiry Team and AIS teams, drive our improvement.

Network Support Specialists provide off-site monthly professional development for curriculum leads and on-site support for cross grade and grade level teams as well as our ELL, AIS, and IEP teams.

Twenty days of on-site classroom lab-site Professional Development by expert TCRWP staff developers and off-site TCRWP monthly workshops for administration and all teachers. All teachers are offered the opportunity to attend Summer and Winter break Reading, Writing and Math Institutes. Additional off-site professional development in intervention strategies are provided including Metamorphosis Math, Reading Recovery, Wilson, etc.

Time in the schedule for lab-site study and grade-level and cross-grade collaboration and planning builds coherence and capacity.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;



**P. S. 242**  
 The Leonard R. Shilky Family Childhood School  
 29-66 137<sup>th</sup> Street  
 Flushing, NY 11354  
 (718) 445-2902  
**Patricia Costa, Principal**  
**Aurora Garcia-Tunon Ph.D., Assistant Principal**

## **SCHOOL-PARENT COMPACT**

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

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Peggy Miller</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>242</b>
School Name <b>Leonard Stavisky Early Childhood School</b>			

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

Principal <b>Patricia Costa</b>	Assistant Principal <b>Aurora Garcia-Tunon</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Jacklyn Yang</b>	Guidance Counselor <b>Jill Dyszel</b>
Teacher/Subject Area <b>Jenna Peppaceno/ESL</b>	Parent <b>Kara Leone/PTA President</b>
Teacher/Subject Area <b>Woo Kwon/ESL</b>	Parent Coordinator <b>Marguerite Choudhry</b>
Related Service Provider <b>Ann Marie Cucinotta/Speech</b>	Other <b>Hilda Kapeles/ SpEd w/bil ext</b>
Network Leader <b>Peggy Miller</b>	Other <b>Deborah Scarborough - AIS</b>

### 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	<b>3</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>413</b>	Total Number of ELLs	<b>128</b>	ELLs as share of total student population (%)	<b>30.99%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## 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. 

## Part II: ELL Identification Process

The first step is to have all parents of incoming newly enrolled students complete the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and in their native language. The persons responsible for conducting the initial screening and administering the HLIS include three full-time ESL certified teachers. Translation is provided, if necessary, by school faculty: Spanish speaking assistant principal, school psychologist, or speech teacher, Chinese speaking ESL teacher or Korean speaking ESL teacher. The ESL teachers, Ms. Yang, Ms. Peppaceno, and Ms. Kwon administer the LAB-R (within the first ten days of school enrollment) to those children whose parents indicate on the HLIS form that there is a language other than English spoken at home. The Spanish LAB-R is administered to those children whose HLIS indicate that Spanish is spoken at home and who did not score proficient on the English LAB-R. The Spanish LAB-R is administered by the Spanish speaking Speech Teacher.

ELLs are evaluated annually using the NYSESLAT results as follows:

Step 1: Scores are accessed through nyStart in two grade bands K-1 and 2-4. Performance in Reading and Writing as well as Listening and Speaking are disaggregated. This data serves to inform instruction by revealing strengths and weaknesses of our ELLs.

Step 2: The interactive NYSESLAT calculator available through CalcSoda.com is also utilized as another source of information on ELL performance. Percentages in the combined modalities of Listening and Speaking and Reading and Writing indicate growth within the same level of language proficiency.

Step 3: The RNMR report is an additional data tool used to review ELL performance and plan for more targeted instruction for our ELL population.

In the beginning of the year, a Parent Orientation Session is held within two weeks of enrollment. This orientation describes in great detail all three program choices: Transitional Bilingual Education (TBE), Dual Language, and freestanding ESL. Translators are present to assist the parents. All parents or guardians of newly enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their home language. Flyers and follow-up phone calls in the parents' native language, are an integral part of the outreach process. Parents are informed within two weeks of the parent orientation session to ensure full participation. For parents who are unable to come to the orientation, make-up sessions with the ESL teachers are given on an as-needed basis. At the actual workshop the parents are provided with an orientation agenda and parent brochure in their home languages which provides basic information about each instructional program available for ELLs in New York City. Parents view the online video, "Orientation Video for Parents of Newly Enrolled English Language Learners" in their native language as well. It has been our experience since the opening of the building in 2001 that all of these steps have enabled our school to have an outstanding turnout. Parent orientations are conducted on an as-needed basis throughout the school year.

Additionally, bilingual faculty members provide translation support to ensure that all parents understand all three program choices. This process and outreach plan makes sure that all parents make an informed choice.

The Parent Survey Program Selection Forms are kept on file. Those parents who chose the TBE/DL program are kept in a separate folder. If a TBE/DL program becomes available at our school, the parents will be contacted by our ESL teachers. The parents have the option of switching their children to this program, or keeping them in the freestanding ESL program.

The Entitlement Letters are distributed in English and in the home language of each family. The Parent Surveys and Program Selection

Forms, provided in the parents' home languages, are distributed and completed the day of the parent orientation session. There is a thorough question and answer period conducted with the assistance of the bilingual school staff. If parents are unable to attend they are contacted and invited to a subsequent parent orientation session. Parents are informed that if the Program Selection form is not returned, the default program for ELLs is Transitional Bilingual Education if available in the school. If unavailable, they will be placed in a Freestanding ESL program, as per CR-Part 154.

The regulations used to place identified ELLs in a bilingual or an ESL program is as follows:

- HLIS forms are collected and reviewed
- Based on the HLIS and informal oral interviews in English and in the native language, the LAB-R is administered
- Based on the results of the LAB-R, Entitlement Letters are distributed
- Parents are contacted in both English and their native language to attend a parent orientation session
- After reviewing the parent brochure (Guide for Parents of ELL Learners), viewing the "Orientation Video for Parents of

Newly

Enrolled English Language Learners," and attending the orientation sessions, parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision. The ESL teachers access the DOE website to print out the list of schools that have TBE/DL programs. The ESL teachers then call the schools to inquire about open seats in the TBE/DL programs. Then parents who have indicated Transitional Bilingual Education (TBE) or Dual Language programs as their first choice on the Parent Survey, are contacted by P.S. 242's ESL teachers. The ESL teachers call the parents and provide them with the school and the phone number of the schools that have open seats in the appropriate programs. If the desired program is available in an alternate school, they are offered the option of a school transfer. If the parents choose to reject the school transfer, they are informed that their child will remain in the school building and be placed in a free-standing ESL Program.

After the ESL parent orientation, a placement letter (in their home languages) is then sent home to inform the parents that their child has been placed in the appropriate program as indicated on their parent survey selection form. If these children continue to need ESL services per NYSESLAT results, their parents will receive a continued entitlement letter in their home languages the September of the following school year. Copies of all letters sent home are kept on file in the school.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is that parents are selecting the ESL program as their first choice. This year however, there was an increase in the percentage of parents who indicated interest in the TBE and Dual Language Programs.

For the 2011-2012 school year, 41 parents (66.13%) selected ESL, 14 parents (22.58%) selected Transitional Bilingual Education (TBE), and 7 parents (11.29%) indicated Dual Language as their first choice.

Out of the 14 parents who selected TBE as their first choice, 13 were Chinese speaking and 1 was Korean speaking. Out of the 7 parents who selected Dual Language as their first choice, 1 was Spanish speaking and 6 were Chinese speaking.

For the 2010-2011 school year, 100% of the parents selected ESL as their first choice.

For the 2009-2010 school year, 100% of the parents selected ESL as their first choice.

For the 2008-2009 school year, 98% of the parents selected ESL as their first choice. The remaining 2% selected a Dual Language Program as their first choice.

Currently, the only program model offered at P.S. 242 is English as a Second Language. This program is aligned with parent requests. Based on the parent survey from 2011-2012, future plans include exploring the possibility of opening a Transitional Bilingual Education Program (TBE) or a Dual Language Program if there are 15 or more parents (of the same language) in two contiguous grades who select the Transitional Bilingual Education (TBE) Program or the Dual Language Program. Currently, we have not implemented a TBE program for the current school year because we did not have 15 or more parent requests (same language) in two contiguous grades.

## 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	128	Newcomers (ELLs receiving service 0-3 years)	118	Special Education	24
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	118		14	10		10				128
<b>Total</b>	<b>118</b>	<b>0</b>	<b>14</b>	<b>10</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>128</b>

Number of ELLs in a TBE program who are in alternate placement: 11

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	4	7										18
Chinese	47	27	18	1										93
Russian														0
Bengali	1													1
Urdu	1		1											2
Arabic														0
Haitian														0
French														0
Korean	7	1	1											9
Punjabi	2	1		1										4
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	<b>63</b>	<b>32</b>	<b>24</b>	<b>9</b>	<b>0</b>	<b>128</b>								

## 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

## A. Programming and Scheduling Information

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?

### Programming and Scheduling Information

Our ESL program's organizational model for grades K-1 is push-in, collaborative co-teaching, and parallel teaching. Our grade 2-3 ESL groups include both a push-in and pull-out organizational model. Our ESL program models feature students of heterogeneous (mixed) proficiency levels. All students are receiving ESL services in their appropriate grade levels.

In our ESL program, three full-time certified ESL teachers provide instruction in English as per the NYC Department of Education Language Allocation Policy Guidelines. The ESL component develops English language skills and assists each ELL student in attaining English language proficiency.

ESL teachers collaboratively co-teach in a push-in model or pull-out small groups of students to work on targeted skills. All ELLs receive instruction in English as per the NYC Department of Education Language Allocation Policy Guidelines. As per CR Part 154 Regulations, Beginner and Intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes a week of ESL instruction. In addition to ESL instruction, Advanced ELLs receive 180 minutes per week of English Language Arts instruction from their classroom teacher. ESL and ELA instruction include literature and content-based instruction which is aligned with The Common Core ELA and Language Standards. All classrooms in our push-in ESL program feature: print rich environments, students' current work which is aligned with The Common Core Standards, the use of word walls, leveled classroom libraries, well equipped centers with instructional resources that support English language literacy development, instructional technology, and etc.

Our school utilizes the balanced literacy model aligned with the Teachers College Reading and Writing Project curriculum. Since the school's inception, TC has proven to be an especially effective approach for maximizing ELL's achievement in both reading and writing. Through reading and writing workshop, students take part in a variety of different learning experiences that support differentiated instruction (one-on-one conferencing, small group guided reading and strategy groups) which addresses individual student needs.

During the read aloud component, the following strategies are used: reading slowly with appropriate tone and gestures, using visual aids/realia and giving visual directions using gestures. During independent reading, all ELLs read books at their independent level, and work on reading skills appropriate to their level. Role-playing, dramatization, shared reading and writing experiences, and hands-on activities further support the English development of our ELLs.

In the ESL program model, native language support is provided through the addition of bilingual literature which is now accessible in every classroom library. Students who are literate in their native language are also provided with bilingual dictionaries to assist them during instructional time. In our ESL program, we have several new students who have just arrived from China. Our full time Chinese speaking ESL teacher assists these students. She assesses the students' reading and writing skills in Chinese in order to plan for effective literacy development. By ascertaining that the student is fluent and literate in his/her first language, the ESL teacher helps transfer literacy skills. Native language support provided by this teacher is strategically used to enrich comprehension and enable the Chinese speaking ELLs to succeed academically.

In our ESL program model, standards-based content area lessons are taught using the following types of instructional scaffolding

## A. Programming and Scheduling Information

techniques: Modeling-giving students a clear example of what is expected of them. Bridging-activating students' prior knowledge. Contextualization- bringing complex ideas closer to students' personal experiences.

Content area instruction is aligned with The Common Core Standards, and utilizes a hands-on approach to learning. In Science, the students take part in experimental learning. They manipulate many different materials to make abstract concepts more comprehensible. The teacher recycles the tier 3 vocabulary words to make sure the students commit it to memory. The students also have personal journals for each unit of study to record their findings and discoveries. Students have the opportunity to express themselves through words and/or illustrations in English or in their native language. Native language material such as bilingual dictionaries, bilingual online resources, and bilingual books are also available for student use. In Math, students use a variety of manipulatives (pattern blocks, counting bears, geoboards, etc) and math games which serves to enrich their language development. In addition, with the new Investigations program, students take part in richer mathematical conversations which requires them to come up with multiple ways to solve problems, and explain their mathematical thinking. In Social Studies, the use of enlarged illustrations and photographs, big books, songs, vocabulary cards with illustrations, and explicitly tailored reading materials, support and enrich language development. All of our ELLs are held to the same standards and expectations as all students.

P.S. 242 currently has a free standing ESL Program where the language of instruction in English. However, ELL students who take standardized tests are provided with translated versions of the state exam if deemed necessary.

P.S. 242's plan for Students with Interrupted Formal Education (SIFE) includes providing these students with extended instructional time, which is offered through our after school classes and/or one-to-one tutoring. Additionally, SIFEs who exhibit inadequate growth on academic assessments will receive small group instruction designed to help them achieve grade level proficiency.

P.S. 242's plan for newcomers is to provide them with a positive classroom environment. The warm and welcoming atmosphere we create allows for more rapid language development and interaction into our academic setting. We help newcomers adjust to the new school experience more easily by: familiarizing them with lunchtime, arrival/dismissal routines; labeling classroom objects, thereby teaching basic vocabulary; assigning ELLs classroom jobs (taking into account their level of proficiency); focusing on the positive, by creating frequent opportunities for success in the classroom; using gestures as often as possible and making sure the students know what the gestures mean. In addition, we facilitate the acquisition of the rhythm and sounds of English, by having the newcomers listen to and repeat songs and chants.

Academic intervention service providers instruct ELLs that are identified as not meeting grade level standards. These ELLs are provided with a variety of intervention services such as: Reading Recovery, resource room, and tutorial time. It is our goal to include newcomers in all instructional activities that take place in the classroom.

Now that NCLB requires ELA testing after one year, beginning in grade three, the newcomers in this grade are provided with an after school program focusing on ELA test taking strategies. This familiarizes the students with the format of the ELA and teaches them how to respond to different types of questions (multiple choice and short answer). These students are provided with ELL testing accommodations such as the use of bilingual dictionaries, testing in a separate location, and extended time to complete the test.

Our plan for differentiating instruction for ELLs receiving service 4 to 6 years is to provide more opportunities for written and oral responses to literature and in the content areas. This subgroup will continue to be provided with Academic Intervention Services and have their instruction differentiated based on ongoing assessments. These students are invited to attend the Title III after school program, and those students in grade three are eligible to participate in the ELA Test Prep after school program.

A plan is not needed for Long-Term ELLs since our school is a K-3 school and does not have long term ELLs.

For ELL-SWD's, IEPs are consulted to ensure that adequate modifications and services are being received. Modifications and adaptations are made to maximize students' potential for success. Some textbook and curriculum adaptations include: providing alternative books with similar concepts on a less demanding reading level, providing high interest reading material, giving directions in small steps, checking progress and providing frequent feedback, supplying extra motivation during the first few minutes of every assignment, etc. All ELLs identified as having special needs will be instructed with ESL methodologies. In addition, the students' multiple modalities are taken into account when planning for instruction. ELLs with special needs receive Academic Intervention Services by an AIS teacher in areas of identified need. Such students are also eligible to attend our Title III after school program.

Our school uses curricula, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs. All ELL-SWDs learn from the same curriculum as their general education classmates. However, when appropriate, the curricula is modified for individual students to allow them to understand the concepts being taught. Additionally, instructional practices are modified. Based on observed needs, ELL-SWDs work in small groups, with a partner, or one on one with the teacher to ensure success. Supplemental materials and manipulatives

## A. Programming and Scheduling Information

or real-life objects, may be given to these students for further scaffolding and support. Finally, the ESL teachers are flexible with their schedules to ensure that the ELL-SWDs are serviced during times of the day where students have shown a higher rate of concentration. Collaborating with classroom teachers and related service providers allows the ESL teachers to gain knowledge of students' routines and wide range of academic and language abilities and needs. The ESL teachers also utilize Tutorial time each day to work closely with students who need more support or practice in specific areas and skills. This allows for both remedial and enrichment activities.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

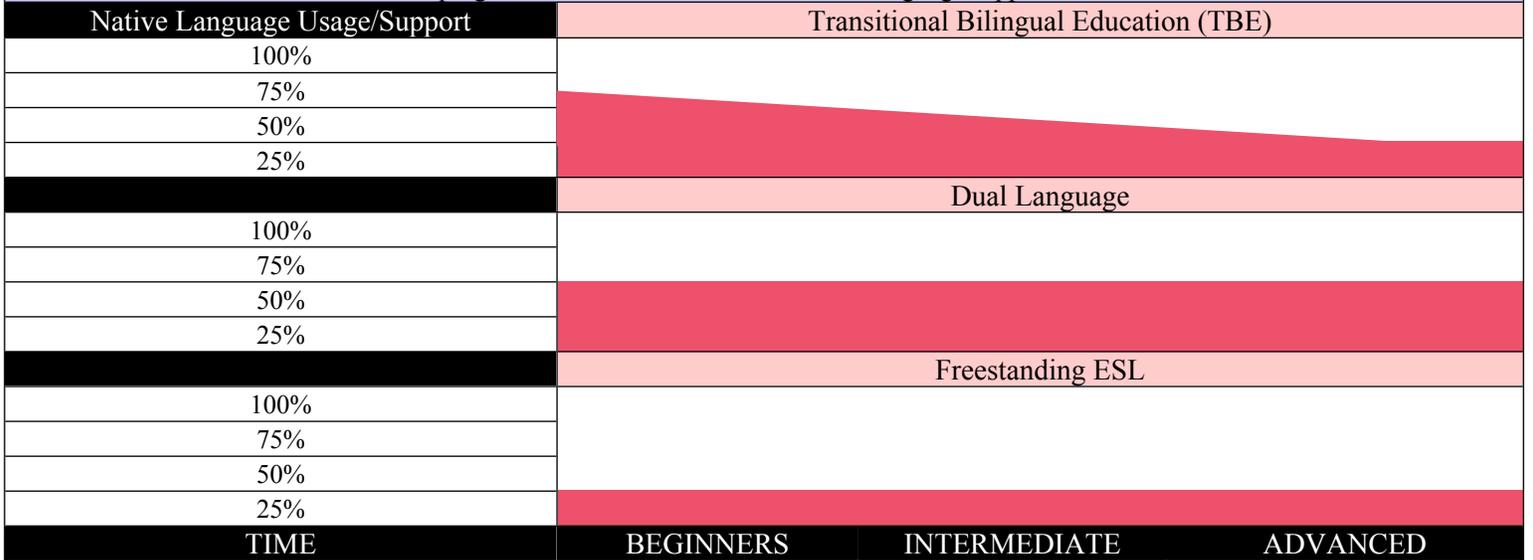
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

### Programming and Scheduling Information (continued)

Targeted intervention programs for ELLs in ELA, Math and other content areas are available for all of the above-mentioned ELL subgroups. Our Literacy, Math and other content area curriculum teams complete developmental checklists and materials that are created for all ELLs in order to provide targeted intervention in all of our ELL subgroups. In Science and Social Studies, ESL and classroom teachers build academic vocabulary for ELLs through rich non-fiction texts, and the use of technology. Classroom teachers and ESL teachers, as well as other service providers, set clear goals and assess ELLs on an ongoing basis at all levels using multiple, fair and equitable measures. Assessment is conducted in English or in the native language as appropriate. This information is used to: determine students academic progress, assess their level of English proficiency, and refine services to ELLs when reporting intervention outcomes. To further support the ELL students in grade three, the school provides them with an after school program focusing on ELA and Math test taking strategies.

Our plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT, calls for supporting language learning through the administration of authentic assessments based on multiple measures. Multiple measures include running records, writing rubrics and student work samples. When embedded in instruction, these measures will provide the classroom teachers with the appropriate information to plan purposeful instruction for these students. Classroom teachers will be encouraged to continue the use of scaffolding to support specific language needs (linguistic cues). In addition, teachers will be advised to monitor the language output of these students and promote independence through cooperative learning activities. Providing opportunities for these transitional students is crucial for advanced fluency.

New programs or improvements for the upcoming school year include: to explore the addition of a Chinese Transitional Bilingual Education (TBE) and Chinese Dual Language program to our school - as some parents have expressed interest in these programs. We will continue to supplement our ESL program with materials by Mondo, which focuses on expressive oral language; an area of great need for our youngest ELLs. We plan to purchase additional bilingual dictionaries in various languages to provide the students with more extensive Native Language support. We will continue to order Native Language and bilingual fiction and non-fiction literature for our classrooms and school library.

Based on the results of last year's ELL inquiry team, our school is planning to infuse academic language development into the daily curriculum, across all grade levels. The Kindergarten ELL team utilized read alouds, specifically fairytales, along with charts and story centers to build academic language. First grade utilized read alouds in the content areas, charts and Smart Board activities to build academic language. Grades two and three utilized read alouds in the content areas and vocabulary cards to build academic language. Based on teacher-created assessments and checklists, student work, and teacher observations, all strategies proved to be successful.

There are no plans to discontinue any programs or services to ELLs at this time. On the contrary, we are always looking for new ways to expand and to acquire additional programs/services.

All of our ELLs are afforded equal access to all school programs including residencies provided by Young Audience. This year all grade

three classes are participating in Tae Kwon Do instructional classes. In addition, all ELLs are able to receive individualized or small group instructional during tutorial and extended day. Title III after school program and grade three test prep after school programs are offered to all ELL students. Other services available to ELLs (if necessary) are Speech, Occupational Therapy, Physical Therapy, Counseling, Applied Physical Education, hearing services, as well as the supplemental academic services such as AIS, Reading Recovery, resource room, and etc.

Each classroom has a very large, multicultural and diversified library of fiction and non-fiction books along with the most current books supported by the Teachers College Reading and Writing project. We currently use the Words Their Way centers-based, word study program, the FOSS Science program and the Houghton Mifflin Social Studies program. This year in Math, all classrooms are using the Investigations Math Program. Other supplemental ESL materials include Rigby's On Our Way to English program which focuses on all aspects of the balanced literacy approach, as well as the Mondo, Let's Talk About It Program which focuses on developing oral language skills.

In addition, every classroom in our school is equipped with a Smartboard and some classrooms have Smartboard accessories (slates, tables, clickers, etc) that promote interactive learning. In addition, teachers across all grades utilize overhead projectors and document viewers. New this year, our grade three students are learning through the use of the IPAD. Finally, each classroom is equipped with multiple desktop computers and laptops which make the following computer programs accessible to our ELLs:

- Kidspiration – (Gr. K-3)

Created for K-5 learners, Kidspiration,® develops thinking, literacy and numeracy skills using proven visual learning principles. In reading and writing, Kidspiration strengthens word recognition, vocabulary, comprehension and written expression.

- Kid Pix – (Gr. K-1) - is a bitmap drawing program aimed at children.

- 3d Froggy Phonics – (Gr.K) - 3D Froggy Phonics helps students learn the phonics skills they need to develop their early reading skills.

- Millie's Math House – (Gr. K-1) - students build a foundation of fundamental math concepts and thinking skills.

-Pixie Art Program – (Gr.K-3) - Pixie is educational software for elementary students combining a paint program with standards-based curriculum activities to build 21st century skills.

-Sammy's Science House (Gr. K-1) - introduces and builds essential early science and thinking skills while engaging young students with five fun-filled activities

-Bailey's Book House (Gr. K-1) - now through nine playful activities, students learn about letter names and sounds, rhyming words, adjectives, how text relates to visual symbols, positional words, letter recognition, sentence building and much more. These activities help build language concepts and thinking skills students need to communicate and make sense of the world around them.

-Thinkin' Things "Toony the Loon's Lagoon" – (Gr. K-1) - build listening skills and auditory memory as you create tunes with Toony Loon on the wacky xylophones. Can you repeat the pattern Toony plays?

-Reader Rabbit – Learn to Read with Phonics (Gr. K-1) Preschool & Kindergarten. Two great Reader Rabbit programs teach preschoolers and kindergartners reading with phonics.

-Sticky bear – Kindergarten Activities – (Gr. K) - this dynamic program encourages children to discover the alphabet, numbers, shapes, and colors plus a wide range of preschool skills.

-Everyday Math Games – (Gr. K-3) - many of the Everyday Mathematics games come with variations that allow players to progress from easy to more challenging versions. Money, Multiplication, matching games, etc.

In our ESL program, we have several students who have just arrived from China. An ESL teacher assesses the student's reading and writing skills in Chinese in order to plan for effective literacy development. By ascertaining that the student is fluent and literate in his/her first language, the ESL teacher helps transfer literacy skills. Native language supports are strategically used to enrich comprehension and enable ELLs to succeed academically. In addition, each classroom library has a collection of bilingual literature in various languages. Bilingual dictionaries are also accessible to our ELLs who are literate in their first language.

The required services support our ELLs and the resources correspond to their ages and grade levels. Kindergarten students receive instruction in the development of expressive language, vocabulary, and phonics. They utilize center activities, songs, poems, chants and rhymes, in addition to shared reading/writing and interactive reading/writing. The Fountas and Pinnell program supports the Kindergarten ELLs who are identified with a need for improvement. Our first grade ELLs who require support services receive Reading Recovery. Both programs enable our ELLs to attend to, learn about, and effectively use information about letters, sounds, and words. AIS service providers push-in to classes to work with our second and third grade ELLs. Similar to our ESL teachers, all service providers collaborate with the classroom teacher to provide differentiated instruction for our ELLs.

P.S. 242 provides a wide variety of activities to assist newly enrolled ELLs before the beginning of the school year. At Pre-K registration for incoming Ks, ESL teachers and key school personnel facilitate a smooth registration process. Translators are available to assist. Students are interviewed with their parents. ESL teachers make sure that the home language survey is completed accurately. In May, an Orientation Tea is scheduled where parents of newly enrolled students are formally introduced to all key school personnel. Our newest students have the opportunity to visit Kindergarten classes. Thus, before school begins parents and students have had a warm and informative introduction to our school.

### **C. Schools with Dual Language Programs**

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

## D. Professional Development and Support for School Staff

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

### Professional Development and Support for School Staff

Our school has an extensive professional development plan for all ELL personnel. This includes participation in Teachers College calendar days that are focused on ELL students, as well as in-house Teacher's College professional development cycles. Many of the workshops offered by the Office of English Language Learners are attended by administration, Special Education teachers and ESL personnel. Any workshops for ELLs given by our CFN#207 network specialist are also attended by classroom teachers whose classes have a high number of ELL students. In addition, content area teachers have attended CFN#207 ESL/Curriculum planning meetings. The ESL liason attends monthly meetings to learn about updated regulations in relation to ELL students. In addition, paraprofessionals are invited to attend ELL inquiry team sessions.

Some of the workshops that have been attended: Phonics instruction, word study fundamentals, vocabulary development, aligning instruction with the Common Core Standards, incorporating technology into daily instruction, and math instruction that promotes critical thinking, logic, reasoning and mathematical explanations. Workshops are attended throughout the year. On November 8, 2011 teachers will be invited to attend the ELL Literacy Conference offered by the Office of ELLs.

This year, the ESL teachers and the classroom teachers on the Science/Social Studies Cross-Grade Curriculum/Inquiry Team will be working with our ESL network specialist. Like last year, our ELL network specialist will continue to follow up with new teachers of ELLs. This will offer extra support during her school visits. She will continue to provide all teachers of ELLs with many useful instructional and assessment tools which have been implemented by classroom teachers of ELLs with great success. One of her primary focuses is to build an understanding among classroom teachers that all teachers are also language teachers. Given the fact that a high percentage of our students come from homes where English is not the first language, she encourages all classroom teachers to view themselves as second language teachers.

Our CFN#207 network specialist has also provided our key faculty members with an educational session on the nature and contents of the Language Allocation Policy. The CFN#207 network specialist, administration, and ESL personnel were given the opportunity to provide feedback and ask questions about our current LAP.

Finally, in-house ELL staff development takes place during ELL/Classroom teacher congruence and articulation and during grade conferences and faculty meetings.

As we are a K-3 school, most of our students have passed the NYSESLAT by Grade 3. Most of our students do articulate into their zone schools and continue to receive ELL services if they are mandated.

All teachers have had the minimum 7.5 hours of ELL training, as per Jose P. Training has occurred at both the school and regional level by ESL teachers, the Network ESL specialist, and in-house Teacher's College staff developers. Each year teachers attend 5-hour Teacher's College calendar days focusing on language development for ELLs. Some of the calendar day topics for this year are: Thinking Across the Year With an Eye to Supporting English Language Learners, Many Voices: Meeting the Literacy Challenges of Linguistically Diverse Students, and Thinking Through Language Goals and Vocabulary Development: Making Plans That Support English Language Learners Across Units of Study. The ESL Network Specialist works with teachers on topics such as Vocabulary Instruction using Tier 2 words and shades of meaning, juicy sentences and deconstructing texts. The Teacher's College staff developers work with teachers on all aspects of literacy: reading, writing, listening and speaking. This year the focus is on oral language development; specifically oral rehearsal.

All records of Network Meeting and TC calendar day attendees are maintained. The principal has a list of the teachers who attended each of the professional development days, teachers maintain their own records, and certificates are kept on file. New teachers who have not met this requirement will be provided with the minimum 7.5 hours of ELL training by our CFN#207 ESL specialist.

## 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?

### Parental Involvement

P.S 242 provides extensive parent involvement for all parents including parents of ELLs. At the beginning of the school year we had a “Meet the Teacher” meeting for all parents on all grade levels. Parents were also invited to a breakfast where they had an opportunity to meet with our faculty and classroom staff, including our Parent Coordinator, Aides and School Nurse.

We started these particular Parent Meetings the first two weeks of school. Each grade had their own day to meet with the teachers. These meetings were hosted first thing in the morning to accommodate those parents who had to go to work.

Immediately after the submission of the Language Assessment Battery tests, a workshop for parents of newly enrolled ELLs is scheduled and held. Memos were sent and phone calls in both English and their home language were made to personally invite them to this workshop. Additionally, parent letters were sent home informing parents in English and their home language regarding their child’s current status, i.e. If the child passed the LAB- R or the NYSESLAT, or if the student will be continuing in ESL etc. Parent workshops are scheduled for new parents on an as needed basis.

An ARIS workshop will be held to inform parents on how to use ARIS and how to access their child’s information in ARIS. Parents will be given laptops to use and will be assisted in getting email accounts if they do not have one, in order to access ARIS.

Translators will be provided for the ELL parents, if necessary.

Parents as Learning Partners, is another program that is implemented in our school. Once a month parents are invited to come to their children’s classroom for an hour to be actively involved in their learning. This program is always followed by a workshop conducted by the Parent Coordinator on various topics of interest to the parents based on their requests and feedback.

The school also has a Learning Leaders program, where parents go through a training. These Learning Leaders come in and assist the teachers in the classrooms with children who need extra support. This program is very successful and has grown steadily over the years.

P.S. 242 has a very active PTA; meetings are held at least once a month and are well attended by all parents, including ELL parents. Translators are provided at all PTA meetings to make sure that everyone in attendance understands and can fully participate in the meetings. In addition to these meetings, the PTA also has many special events for all families such as the Halloween Hop and Multicultural Night.

P.S. 242 does partner with other agencies and Community based Organizations such as the Public Library, TD Bank, local hospitals, financial groups, and the Fire Department, to provide workshops to all parents, including ELL parents. Translators are available at all these workshops and meetings. P.S. 242 extensively uses the assistance of the Translation and Interpretation Unit provided by the DOE. Information on after school care for places like Boys Club, YMCA and PAL are given to the parents on a regular basis. Our school continues to work with the Chinese American Parents Association (CAPA) and Korea Tae Kwon Do, to provide students of P.S. 242 with in-house after school and Tae Kwon Do programs.

P.S 242 evaluates the needs of parents by sending them surveys asking them what kinds of workshops they are interested in attending and how they would like to be involved in the school, i.e. Learning Leaders, P.T.A etc. These surveys are sent out in all of the major home languages. Based on the feedback of these surveys the parents are invited to participate in the activities of the school. This feedback gives the Parent Coordinator an accurate idea of how to plan events for the school year. Events concerning technology and academic achievement have been particularly successful.

At P.S. 242 the Parent Coordinator addresses the needs of the parents on an individual basis. The parents are always made to feel welcome and comfortable at all activities in the school. Provisions are always made for the non-English speaking parents to be able to contribute and be a part of their child’s education and all other school related extracurricular activities. Translators are always available to assist parents at

all school functions.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13		1											14
Intermediate(I)	15	3	7											25
Advanced (A)	6	15	8	3										32
Total	34	18	16	3	0	0	0	0	0	0	0	0	0	71

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	7	0	0	0									
	I	9	1	0	0									
	A	15	17	9	2									
	P	11	8	8	4									
READING/ WRITING	B	15	0	1	0									
	I	14	4	7	0									
	A	8	11	8	3									
	P	5	8	1	3									

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

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

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

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

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

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

The assessment tools that are utilized to assess the early literacy skills of our ELLs are primarily the TCRWP and Fountas and Pinnell assessments. These assessments are administered periodically throughout the year. The data collected in September is used as a baseline assessment. This is what initially informs instruction. The students are assessed on concepts of print (K), letter ID (K), reading level (1st-3rd grade), sight word recognition (1st-3rd grade), spelling stage (K-3rd grade), and narrative writing (K-3rd grade). Based on the results of these assessments, differentiated instruction can be established. By identifying students' areas of need, they can be placed into appropriate groups for explicit strategy instruction.

TC Reading Assessments – June 2011

Kindergarten – Reading Benchmark – June 2011 ( 42 students)

(1) Below Benchmark	(2) Approaching Benchmark	(3) Reached Benchmark	(4) Exceeding Benchmark
14	18	10	0

By June 2011, 24% of the Kindergarten ELL students successfully reached the benchmark in reading, 43% were approaching the benchmark, and 33% were below the benchmark. Most of the students who were below benchmark were at the Beginner or Intermediate level of English proficiency.

First Grade – Reading Benchmark – June 2011 (25 students)

(1)Below Benchmark	(2) Approaching Benchmark	(3) Reached Benchmark	(4) Exceeding Benchmark
5	8	12	0

By June of 2011, 48% of the First grade ELL students successfully reached the benchmark in reading, 32% were approaching the benchmark, and 20% were below the benchmark. Out of the 5 students who were below benchmark, 2 of those students have IEPs.

Second Grade – Reading Benchmark – June 2011 ( 17 students)

(1) Below Benchmark	(2) Approaching Benchmark	(3) Reached Benchmark	(4) Exceeding Benchmark
4	11	1	1

By June 2011, 6% of the second grade ELL students successfully reached the benchmark in reading, 65% were approaching the benchmark, 23% were below benchmark, and 6% exceeded the benchmark. All students who were below benchmark have IEPs.

Third Grade – Reading Benchmark – June 2011 (7 students)

(1) Below Benchmark	(2) Approaching Benchmark	(3) Reached Benchmark	(4) Exceeding Benchmark
2	3	1	0

By June 2011, 14% of the third grade ELL students successfully reached the benchmark in reading, 43% were approaching the benchmark, and 23% were below the benchmark. The 2 students who were below the benchmark have IEPs.

To supplement TC's running records, the Fountas and Pinnell running records are implemented on an as-needed basis to further gauge the students' reading levels, comprehension and fluency.

Comparison of LAB-R Results from 2008-2011

	Beginner (B)	Intermediate (I)	Advanced (A)
2008-2009 - 26 students	3 (11.54%)	4 (15.38%)	19 (73.08%)
2009-2010 - 32 students	13 (40.63%)	6 (17.75%)	13 (40.63%)
2010-2011 - 38 students	11 (28.95%)	11 (28.95%)	16 (42.11%)
2011-2012 - 62 students	26 (41.94%)	9 (14.52%)	27 (43.55%)

Our data patterns for the Fall of 2008 - Fall of 2011 across proficiency levels on the LAB-R reveal the following:

Each year there is an increase in the number of entitled students. During the past two years, the entitled student population has nearly doubled. In addition, each year there is a large increase in students scoring at the beginner level of proficiency. There continues to be a small number of students who score at the intermediate level of proficiency, while each year has also seen a consistent increase in students scoring advanced.

NYSESLAT Spring 2011

Beginner (B) Grade K - 13

Beginner (B) Grade 1 - 0

Beginner (B) Grade 2 - 1

Beginner (B) Grade 3 - 0

Combined total: 14 students scored the Beginner level

Intermediate (I) Grade K - 15

Intermediate (I) Grade 1 - 3

Intermediate (I) Grade 2 - 7

Intermediate (I) Grade 3 - 0

Combined total: 25 students scored the Intermediate level

Advanced (A) Grade K - 6

Advanced (A) Grade 1 - 15

Advanced (A) Grade 2 - 8

### Advanced (A) Grade 3 - 3

Combined total: 32 students scored the Advanced level

Our data patterns across proficiency levels on the NYSESLAT reveal the following:

45% of ELL students who took the NYSESLAT in the Spring of 2011 scored at the Advanced level. 35% of ELL students who took the NYSESLAT in the Spring of 2011 scored at the Intermediate level and 20% of ELL students scored at the Beginner level. There are no ELL students who scored at the Beginner level in grades 1-3 except for one second grader. This student transferred mid year to our school and has an IEP. Nearly all of the students moved past the Beginner level after Kindergarten and 100% of our third grade ELLs reached either the Advanced or Proficient level.

#### Modality Results:

After examining students' results in the four modalities (reading/writing, listening/speaking) we noticed and discussed the following patterns:

- Students across grades demonstrated highest combined scores in the listening and speaking component of the NYSESLAT
- Students across grades and proficiency levels found the reading and writing modality of the NYSESLAT to be the most challenging.

#### Implications for Instruction: Listening and Speaking:

For those children who scored at the beginner and intermediate level in listening and speaking, there will be a greater emphasis on oral language and listening skills during instructional time. These students will take part in various listening and TPR (total physical response) activities. These activities will help them to develop the skills necessary to follow simple and multi-step directions, identify and discriminate between sounds, and improve their ability to focus and attend to various tasks. When asked a question, students will be expected to answer using full sentences. The teacher will work with the children in small groups to develop the students' knowledge of sentence structure, verb tense, and proper pronunciation of words. The teacher will model these structures, giving the students many opportunities to practice these skills. Scaffolds will be provided until the students have a firm grasp of the concepts. In addition, the teacher will model and demonstrate how to have appropriate conversation. This will be practiced during reading workshop and "turn and talk" opportunities at various points throughout the day. Those students who achieve advanced proficiency or passed, will participate in all activities and will be partnered with students who need extra support. This will benefit all students.

#### Implications for Instruction: Reading:

For those students who scored at the beginner and intermediate level in reading and writing, there will be a greater emphasis on reading and writing skills during instructional time. The implementation of differentiated, small group instruction will be emphasized to meet the needs of each individual student. Students will be grouped by reading levels when taking part in guided reading, focusing on strategies necessary to advance to the next level. Students will be assessed and grouped by needs when working in strategy lesson groups. Read alouds and shared reading using big books will also be a major focus of instruction. This will help the students to access their prior knowledge, improve their comprehension and fluency and build upon their inferencing and critical thinking skills. Graphic organizers and story maps will be utilized to provide a visual representation of the structure and elements of a story. In addition, the students will receive a more multi-sensory approach to word study and vocabulary instruction. They will use word sorts, picture cards, and literacy games focusing on skills in their individual spelling stages. They will study parts of words such as beginning and ending sounds, word families, digraphs etc. Explicit strategies for comprehending new and unfamiliar Tier 2 words will be addressed through mentor texts as well. The student who achieved advanced proficiency or passed, will be partnered with students who need more support. These students will take part in all activities, but will be asked to do more challenging tasks for enrichment.

#### Implications for Instruction: Writing:

In writing students will benefit from one on one conferencing and small group instruction. Students will focus on working through the writing process: planning, sketching, writing, revising, editing and publishing. In addition, the teacher will provide the students with opportunities to do shared writing and interactive writing which will give the students opportunities to explore concepts such as grammar and the mechanics of the English language. The teacher will utilize wordless picture books so that the students can create their own stories to match the pictures. The teacher will consistently model the elements of good writing and will demonstrate how to re-read stories to edit and revise using a writing checklist. Those students who achieved advanced proficiency or passed, will be given a writing partner who needs extra support. They can act as a peer tutor, further reinforcing their knowledge and skills. In addition, those students will be pulled together for strategy lessons that will incorporate more challenging tasks. They will be offered alternative paper choices and will be

instructed on how to write stories that are more in depth; writing with greater details.

The results of the NYS ELA test show the following:

- 57% scored a 3 (Meets Proficiency Standard), 43% scored a 2 (Meets Basic Standard), and 0% scored a 1 (Below Standard).

All ELL students took this exam in English.

	Below Target Range	Within Target Range	Above Target Range
Strand 1 – Information/Understanding	2	4	1
Strand 2 – Literary Response and Expression	2	5	0
Strand 3 – Critical Analysis and Evaluation	2	3	2

Patterns of strengths and weaknesses:

71% of the ELL students who took this exam, scored either within or above target range in each of the three strands.

The results of the NYS Math Test show the following:

- 17% scored a 4 (Exceeds Proficiency Standard), 50% scored a 3 (Meets Proficiency Standard), 33% scored a 2 (Meets Basic Standards), and 0% scored a 1 (Below Standard).

All ELL students took this exam in English with the exception of one student who took the exam in Chinese. This student received a score of 3 which corresponds to the majority of the ELL students who took the exam in English.

	Below Target Range	Within Target Range	Above Target Range
Strand 1 – Number Sense and Operations	2	1	3
Strand 2 – Algebra	1	2	3
Strand 3 – Geometry	0	3	3
Strand 4- Measurement	2	1	3
Strand 5 – Statistics and Probability	0	3	3

Patterns of strengths and weaknesses:

Out of the 6 ELL students (one student was discharged before the Math exam) who took this exam, 50% scored above target range in all 5 strands. The ELL student who took the exam in Chinese, scored above target range in all strands. Based on these results, it appears that two areas of weakness are Number Sense and Operations and Measurement. Two areas of strength are Geometry and Statistics where all students scored within or above target range.

Since our school has a very small ELL population in grade three, ELL periodic assessments have only been infrequently administered. In the 2011-2012 school year we have eight grade 3 students who were recently administered the Fall ELL periodic assessment. This data is not yet available. However, the school leadership team and teachers will use the results of ELL Periodic Assessments to plan appropriate instruction/enrichment or academic interventions.

Our school evaluates the success of our program for ELLs by compiling multiple forms of data, noting patterns and trends. When comparing the results of the NYSESLAT from 2009-2010 and 2010-2011 school years, it is evident that our ESL program is meeting the needs of our ELLs.

NYSESLAT 2009-2010 Results:

The results for the current grade 2 students are as follows:

16 out of 32 students moved up at least one proficiency level (50%), 10 out of 32 students remained at the same proficiency level (31%), 6 out of the 32 students tested out (19%) and only 6 out of 32 students slipped back a proficiency level (19%).

The results of the current grade 3 students are as follows:

25 out of 26 students moved up at least one proficiency level (96%), 1 student remained at the same level (4%), 11 out of the 26 students tested out (42%). No student slipped back in proficiency levels.

The results of the current grade 4 students are as follows:

7 out of 12 students moved up at least one proficiency level (58%), 5 out of 12 students remained at the same proficiency level (42%), and 5 out of 12 students tested out (42%).

NYSESLAT 2010-2011 Results:

The results for the current grade 2 students are as follows:

18 out of 26 students moved up atleast one proficiency level (69.23 %), 3 out of 26 students remained at the same proficiency level (11.53%), 5 out of 26 students tested out (19.23%).

The results of the current general education grade 3 students are as follows:

6 out of the 9 students remained at the same proficiency level (66.67%), 1 out of the 9 students tested out (11.11%), 2 out of the 9 students slipped back in proficiency level (22.22%)\*

\*The two students who slipped back in proficiency level are ELL SWDs.

The results of the current self-contained special education grade 3 students are as follows:

3 out of the 8 (37.5%), students moved up atleast one proficiency level, 5 out of the 8 students (71.42%) remained at the same proficiency level. No students slipped back in proficiency levels.

The results of the current grade 4 students are as follows:

1 out of the 6 students (16.67%) moved up at least one proficiency level, 2 out of 6 (33.33%) students remained at the same proficiency level and 3 out of the 6 students tested out (50%).

This year the students demonstrated success. For the current grade 2 students, there was an increase of 10% for students who moved up at least one proficiency level. This year no grade 2 student slipped back in proficiency, compared to last year where 19% did. For the current grade 3 students, all students were proficient in Listening and Speaking, however, still need extra support in Reading and Writing.

Rigorous efforts to monitor adequate progress of all our ELLs throughout the grades are underway. Formative and summative assessments are utilized. This school-wide endeavor begins with TC Assessments in September in Kindergarten. We are particularly focusing on developing oral language in all our ELLs but most particularly with our newly arrived students from China. These students have the added benefit of receiving native language support from our Chinese speaking staff members. Students from other countries who are new to our school are also encouraged to develop their expressive language abilities. It is an overall school trend that each year students are entering our school with a lower level of English level proficiency. For these reasons, each year there is an increase of students who continue to receive services in grades two and three.

Our ESL program has been recognized by the Office of English Language Learners and the Council of Greater NY as a school with exemplary ESL practices. P.S. 242 is dedicated to providing every ELL with a standards-based, multi-cultural, academically rigorous program that is aligned to the core curriculum. All ELL community stakeholders- administrators, teachers, and parents as well as members of our extended school community will be called upon to implement the above-mentioned goals.

## 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: <u>242Q</u>		School DBN: <u>25Q242</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Costa	Principal		10/25/11
Aurora Garcia-Tunon	Assistant Principal		10/25/11
Marguerite Choudhry	Parent Coordinator		10/25/11
Jacklyn Yang	ESL Teacher		10/25/11
Kara Leone	Parent		10/25/11
Jenna Peppaceno	Teacher/Subject Area		10/25/11
Woo Kwon	Teacher/Subject Area		10/25/11
n/a	Coach		
n/a	Coach		
Jill Dyszel	Guidance Counselor		10/25/11
Peggy Miller	Network Leader		10/25/11
Hilda Kapales	Other <u>SpEd w/bil ext.</u>		10/25/11
Deborah Scarborough	Other <u>AIS Teacher</u>		10/25/11
Ann Marie Cucinotta	Other <u>Speech Teacher</u>		10/25/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 25Q242      **School Name:** PS 242 Leonard P. Stavisky School

**Cluster:** 2      **Network:** 207

**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.

Home Language Surveys are completed at registration to indicate the home language for all students. The Adult Language Preference Form is also completed at registration indicating what language parents prefer to be communicated in verbally and in writing. This information is recorded in ATS and classroom level lists are generated and distributed to all teachers and support staff. When parents arrive out our front or rear entrance, security desk, or main office they are provided with a multilingual poster informing them of their right to translation and interpretation and their needs are met. Our Parent Coordinator and Pupil Accounting Secretary support our teachers, school aides, office staff and PTA in using these lists to ensure that each parent receives verbal and printed information and notices in the language of preference.

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.

On our Home Language Survey data for incoming Kindergarten students, 72% of parents (90 out of 125) indicated that a second language was spoken at home. Over the last four years a full 70% of parents reported at registration that a second language is spoken at home. Out of the 90 incoming Kindergarten students for 2011/2012 who were administered the LAB R, 70% (63) were identified as mandated to receive ELL services. School-wide 33% (128 students out of 391) of our students are identified as ELLs and receive ELL services. After reviewing the Adult Preferred Language Report we learned that 49% of parents (194 out of 391 students) require verbal and written communication in a language other than English. Of that 49%, 71% require Chinese; 11% Korean; and 18 % Spanish. All staff are required to accommodate the parent's language preference when communicating in person, over the phone, and in writing. These findings are shared with our School Leadership Team and included in our school's Comprehensive Education Plan, CEP. Posters in all major languages are posted at our two entrances and in the main office informing parents of their right to translation and interpretation services. Over The Phone translation service is always available when an interpreter is not present in the building.

## 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.

Home Language Surveys are completed at registration and indicate the home language for all students. The Adult Language Preference Form is also completed at registration indicating what language parents prefer to be communicated in verbally and in writing. This information is recorded in ATS, and classroom level lists are generated and distributed to all teachers and support staff. When parents arrive out our front or rear entrance, security desk, or main office they are provided with a multilingual poster informing them of their right to translation and interpretation and their needs are met. Our Parent Coordinator and Pupil Accounting Secretary supports our teachers, school aides, office staff and PTA in using these lists to ensure that each parent receives verbal and printed information and notices in the language of preference. All written notices, letters and calendars to parents are translated by in-house bilingual staff to the major languages spoken at our school besides English: Chinese, Korean, and Spanish. On site staff fluent in Chinese, Korean, and Spanish provide verbal translation for parents at meetings and over the phone. We make use of the DOE's translation services and in-house bilingual staff and parent volunteers to have letters and flyers translated. Translators are present at all parent and family events through contracted vendors and in-house bilingual staff and parent volunteers. The DOE over-the-phone translation services are used when a translator is not available on site to facilitate communication at parent/teacher and administrator meetings and phone calls home. With the Parent Coordinator, support staff, administration, and all teachers, great effort is made to provide all written notices, letters and calendars to parents in our four major languages besides English: Chinese, Korean, Spanish, and Urdu. We make use of the DOE's translation services and in-house bilingual staff and parent volunteers to have letters and flyers translated.

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.

Translators are present at all parent and family events through contracted vendors and in-house bilingual staff and parent volunteers. The DOE over-the-phone translation services are used extensively to facilitate communication at parent/teacher and administrator meetings and phone calls home. Posters in all major languages are posted at our two entrances and in the main office informing parents of their right to translation and interpretation services. Translated letters and interpreters are provided to parents at registration. ESL parent orientation meetings are provided in September in all languages for parents of students identified as ELLs upon entrance to our school based on the LAB-R. Letters are sent home informing parents of their right to translation and interpretation services. The ease and availability of over-the-phone translation is communicated to all parents. The phone number is prominently placed at all phones used to call out of the building and staff is

required to make use of the services for all parents who need it when an interpreter is not present in the building.

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>.

Posters in all major languages are posted at our two entrances and in the main office informing parents of their right to translation and interpretation services. Translated letters and interpreters are provided to parents at registration. ESL parent orientation meetings are provided in September in all languages for parents of students identified as ELLs upon entrance to our school based on the LAB R. Letters are sent home informing parents of their right to translation and interpretation services. The ease and availability of over-the-phone translation is communicated to all parents. The phone number is prominently placed at all phones used to call out of the building and staff is required to make use of the services for all parents who need it when an interpreter is not present in the building.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 242	DBN: 25Q242
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 101
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 3

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our Title III After school program provides small group and individualized instruction for 30 of our English Language Learners two days per week (Tuesday and Thursday) from 2:58 until 3:58 for our Kindergarten (three classes), grade one (three classes), grade two (one class) and grade three (one class) students. Our program focuses on oral language development and reading and writing in the content areas using the Rigby On Our Way to English program, the Mondo Oral Language program Let's Talk About It, Attanasio and Associates Getting Ready for the NYSESLAT and Beyond, and developmentally appropriate songs, chants and enrichment materials. Each teacher works with ten to fifteen students utilizing the workshop model in grade level and proficiency based groups. Our five ESL/Bilingual certified teachers push into each classroom during the program co-teaching and providing individualized student and teacher support. Our ESL/bilingual certified teachers coordinate assessment and planning for instruction. One ESL teacher will rotate to provide push in instruction in K and grade one classrooms to support non ESL/Bilingual certified teachers. Four ESL teachers will serve their own students in grades K through 3. Student progress is measured using Teachers College Reading and Writing Project assessments, teacher created oral language rubrica, and NYSESLAT scores. Title III After-school teachers confer with classroom teachers to gather data and information in order to design and provide individualized instruction that supports each student in being successful in the classroom setting.

### 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: Title III teachers meet for one hour monthly to plan and engage in professional development and planning to support best practices in teaching English as a Second Language. Our SSO network specialist for ESL works with all our ESL Title III and classroom teachers to provide classroom demonstrations and professional development based on our teachers' and students' needs. In addition, our Title III teachers participate in ongoing Network off site professional development focused on the work of Lilly Wong Fillmore to support content area vocabulary instruction. Our teachers are now engaged in an inquiry using the strategies they are studying with LEP students. All teachers also participate in up to 15 days of Teachers College Reading and Writing Project onsite lab site professional development and two or more full day workshops at Teachers College focused on instruction for ELLs. Professional books being studied include Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons and Balancing Reading and Language Learning by Mary Cappellini.

### 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: Monthly "Parents as Learning Partners Fridays" invites parents into classrooms to participate in lessons across the curriculum for at least one period in the morning followed by a one hour parent workshop. Each month we focus on a particular curriculum area including Reading, Writing, Technology, Vocabulary and Word Work, Science, Social Studies, and the Arts. Our cross grade curriculum team teachers (which include our ESL teachers) plan and present the parent workshops and include strategies to support English Language Learners. In addition, we host at least one "Math Night" and one "Literacy Night" each year also planned and presented by our cross grade curriculum team of teachers and at least four "Evening Arts Events" for parents presented by our Arts Partner, "Young Audiences of New York". Translation is provided in all four major languages represented in our school at all parent events and in written communication and flyers. Monthly curriculum newsletters are sent home in all languages. We also offer Adult ESL classes two morning per week for at least one ten week cycle in the spring to parents of students in our school.

### Part E: Budget

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

Allocation Amount: \$15144

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	Teacher per session \$14454.72 Supervisor per session \$840.32	Teacher per session: 8 teachers, 2 hours/week for 18 weeks = 288 hours 288 hrs. @\$50.19/hr. = 14454.72 Supervisor per session: 1 supervisor, 1 hour/week for 13 weeks. 13hrs. @\$52.52/hr. = 682.76
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>	\$0 (costs covered by other funding sources)	Attanasio and Associates "Getting Ready for the NYSESLAT and Beyond" workbooks and full color student packs for 85 students.

**Part E: Budget**

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

Allocation Amount: \$15144

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