



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: P.S. 42, THE ELTINGVILLE SCHOOL**

**DBN : 31R042**

**PRINCIPAL: MR. BRIAN P. SHARKEY**

**EMAIL: BSHARKE@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: MRS. E. CLAUDIO**

**31R042 2012\_2013\_CEP DRAFT A January 15, 2013**

**06-24-2013**

## 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
Brian P. Sharkey	*Principal or Designee	
Eleanor Sharpe	*UFT Chapter Leader or Designee SLT Chairperson	
Diane Tesoriero	<ul style="list-style-type: none"> <li>• *PA/PTA President or Designated Co-President</li> </ul>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maryann Coleman	Member/Teacher	
Joann Kuga	Member/Teacher	
Kathleen Mulcahy	Member/Teacher	
Jackie Rasmussen	Member/Paraprofessional	
Lisa Gitto	Member/Parent	
Lisa Russo	Member/Parent	
Sherry Salinardi	Member/Parent	
Rosalia Salvo	Member/Parent	
Melinda Scarpati	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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, 100% of students (approx. 1,000 students Pre-K through Grade 5) will have completed four Common Core aligned units of study: two in math and two aligned to the literacy standards in ELA, social studies and/or science, culminating in Common Core aligned performance tasks to measure achievement. The units and tasks will embed the skills indicated in the relevant Common Core instructional shifts.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- The NYC Department of Education has set forth expectations for the school year 2012-2013. Educators will continue to revise curriculum maps, embedding the scope of the Common Core standards. Various assessments, including Acuity Benchmarks and performance tasks, will indicate achievement gaps and focus the instruction needed to facilitate student achievement.
- Current school-wide formative data indicates that students have difficulty producing written responses that use text-based evidence to support their theses. Data also indicates that students have difficulty solving multi-step open-ended word problems in math.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
- Teacher teams will continue to engage in the collaborative inquiry process to improve teacher practice and target instructional strategies to meet students' needs.
- Teachers will track and monitor student progress and use data to differentiate learning, form guided reading and math groups and designate independent reading levels.
- Using the Universal Design for Learning (UDL) principles, all students will be given the opportunity to succeed by: presenting information in multiple ways, allowing students to process a problem in multiple ways and engaging students in multiple ways. Students with disabilities and English Language Learners will be provided with appropriate scaffolds to give support and encourage engagement and application.
- Teachers' plans will reflect academic rigor and differentiated instruction, focusing on each student's instructional needs. Teachers will work together with instructional leaders to bring more academic rigor to their work, going deeper into Bloom's Taxonomy, Webb's Depth of Knowledge, higher order questioning and accountable talk.
- Teachers will use the Acuity Instructional Resource Item Bank to assign focused work to students based on their indicated needs.
- Differentiation will continue during the 50-minute Extended Day Program, utilizing the opportunity for small group instruction to focus on students' identified needs.

- P.P.T. meetings will continue to be held to identify students in crisis. Team members, including members of the School Assessment Team, will collaborate on individual instructional plans.
  - S.E.T.S.S., A.I.S. and E.L.L. teachers collaborate with classroom teachers to develop differentiated educational plans for students.
- b) key personnel and other resources used to implement these strategies/activities
- Our Instructional Team will continue to meet and work collaboratively: Administrators, U.F.T. Teacher Center Coach/Data Specialist, Lead Teachers/Grade Leaders from each grade.
  - Administrators will conduct formal and informal instructional visitations and provide meaningful feedback to teachers.
  - We will seek out professional development from our C.F.N. support specialists, U.F.T. Teacher Center support specialists, and through our liaison with Pearson/America's Choice.
  - Classroom teachers, content area cluster teachers and paraprofessionals work collaboratively to implement strategies for student success.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- During collaborative planning meetings, including grade-level Professional Learning Communities and vertically aligned Grade Leaders' meetings, teachers will create rigorous ELA and Math tasks embedded in Common Core aligned units of study.
  - Working collaboratively, and using data analysis protocols, teachers use assessment data to identify achievement gaps and plan focused instruction to address students' needs.
  - An S.B.O. has been ratified to dedicate one period a week (during Extended Day time) to Professional Learning Community meetings. Teachers will use protocols to examine student work, present alternate teaching strategies and share best practices.
  - Teachers on each grade have a common prep each week to meet as a grade, work on curriculum maps and collaborative lesson planning, with professional development and turnkey training provided by administration, coach and lead teachers/grade leaders.
  - Curriculum maps will be revised by teachers to reflect planning for and implementation of performance tasks, as well as differentiation for their students.
- d) timeline for implementation
- One ELA and one Math Performance Task will be completed by December 31, 2012. The second set of tasks will be completed in the spring semester. Professional development is on-going, as well as inquiry work and data analysis based on formative assessments

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 22 through 26 in this CEP.

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

- At P.T.A. meetings and parent/guardian workshops, we will continue to introduce and explain the 2012-2013 Citywide Instructional Expectations, the transition to the Common Core Learning Standards, Instructional Shifts and DOE Performance Task rationale.
- The "*Month-at-a-Glance*" feature on our school website informs families of current curriculum being covered in each grade, facilitating their becoming part of the instructional team for their children.
- We will engage students and families in reciprocal and ongoing communication regarding student progress towards meeting school standards and expectations, including information on students' strengths, weaknesses and next learning steps.

- The Principal's and Assistant Principal's Messages in the monthly P.T.A. newsletter serve as forums to discuss and create awareness of school programs and learning activities, as well as targeted efforts to meet citywide expectations.
- Parents/Guardians attend Parent Teacher Conferences in the fall, and Curriculum Conferences in September and February.
- The Parent Coordinator and other staff members regularly attend scheduled parent meetings to share information and respond to questions and inquiries.

**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.

  X   Tax Levy           Title I           Title IIA           Title III      X   Grants           Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our affiliations with local colleges and universities (St. John's University, Wagner College, College of Staten Island) provide us with student teachers who assist in classrooms, providing small group differentiated instruction under the direction of the classroom teacher.
- Reading volunteers provide small group and individual instruction to students targeted by classroom teachers.
- CFN 604 liaison support to help with curriculum mapping and creation of Common Core aligned units of study culminating in performance tasks.
- Professional development through our liaison with Pearson/America's Choice, supported by Staten Island Foundation Literacy Grant.
- ARRA RTTT Citywide Instructional Expectations funding supports professional development for teachers.
- ARRA RTTT Data Specialist funding provides opportunities for inquiry work done by Instructional Leaders and grade-specific teacher teams.
- TL DY0 Assessment funding supports professional development and the hiring of substitutes, enabling teachers to collaborate to design and analyze performance tasks.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Increase opportunities for parents/guardians to receive information reflecting students' engagement in rigorous standards-based curriculum and learning environments at P.S. 42. By June 2013, 95% of all school leaders and faculty members will have protocols in place to communicate with families regarding attendance, behavior, opportunities for growth in academic performance, and explaining ways that students and families can progress towards meeting schoolwide and citywide expectations.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- School Leadership Team members examined the parent feedback from the 2011-2012 N.Y.C. School Survey. In addition, conversations at P.T.A. meetings and Parent Advisory Focus Panel meetings support the need for more communication with families and providing more opportunities for parents/guardians to feel engaged in a partnership to promote student learning.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
- Re-designed report cards include more elements and details under each content area, as well as in the social development section.
- New report card translations are available for ESL students' families.
- Continue *Parent Advisory Focus Panel*, which was started in the 2008-2009 school year as a direct response to parents'/guardians' needs to voice concerns. Our Parent Coordinator facilitates monthly evening meetings.
- Update, print and distribute P.S. 42 Family Handbook, which states school procedures and protocols, expectations and calendar. Printing is funded by P.T.A.
- Updates to HYPERLINK "[HTTP://WWW.PS42.ORG](http://www.PS42.org)" [www.PS42.org](http://www.PS42.org) (our school eChalk website), funded by the P.T.A., include monthly reports of curriculum covered in each grade in all subject areas. Messages also inform parents/guardians of special events, with links to educational resources.
- Curriculum Conferences – meetings held on each grade level, early in the school year (September) and again mid-year (February) give parents/guardians an overview of the grade's curriculum and expectations.
- Parent/Teacher Conferences are held in November and March. Individual appointments are made to accommodate parent/guardian schedules.
- The School Leadership Team meets monthly.
- Continue to use the School Messenger telephone system, giving parents updates on upcoming events, school activities and emergencies.
- Parent/Guardian workshops scheduled for the 2012-2013 school year include: ARIS, Acuity, Teachers' College Assessments, Journeys, Writers' Workshop, Citywide Instructional Expectations for 2012-2013, including mandated performance tasks, and transition to the Common Core Learning Standards.

- School-wide activities to encourage parent/guardian participation include: Math Contests, Math Bees, Math Bowls, Ezra Jack Keats Bookmaking Tea and Reception, Spelling Bees, Music and Dance Festivals and Writing Celebrations.
- The P.T.A. monthly newsletter, with messages from the Principal, Assistant Principals, and school nurses, creates an awareness of school programs and learning activities, and provides updates on school events.
- Monthly attendance tracking charts are displayed in main hall, recognizing classes / students for exemplary attendance.
  - b) key personnel and other resources used to implement these strategies/activities
- Human resources include: Administrators, Parent Coordinator, teachers, paraprofessionals, school aides, P.T.A. Board Members, P.T.A. general membership, and School Leadership Team members.
- Our Parent Coordinator continues to work closely with the school staff, parents/guardians and community organizations.
- The “Class Mother” protocol establishes a network of contacts for each class.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- Collaborate with grade leaders (one teacher from each grade) and instructional team to discuss revisions to report card re-design. Grade leaders meet with teachers on grade for feedback regarding revisions.
- Grade leaders and content area cluster teacher specialists provide monthly updates to the “Month-at-a-Glance” feature on our P.S. 42 eChalk website.
- Teachers are members of the School Leadership Team.
- Teachers attend monthly P.T.A. meetings, and make presentations on school programs and activities, as requested and needed.
- Teachers conduct Parent/Teacher conferences to share instructional information and progress with parents/guardians, welcoming feedback and suggestions.
- Teachers conduct Curriculum Conferences in September and February to update parents on grade expectations and how to increase learning opportunities at home.
  - d) timeline for implementation.
- Report card redesign for November distribution
- Parent/Guardians participate in Parent/Teacher Conferences in November and March
- Monthly – Parent-Teacher Association meetings, attended by Parent Coordinator and other staff members to share information and respond to inquiries and concerns.
- Monthly – Parent Advisory Focus Panel meetings
- Monthly – School Leadership Team meetings
- Weekly – Principal meets with P.T.A. Advisory Board
- Monthly – Attendance tracking incentive charts are updated and displayed in main hallway
- Writing Celebrations – held at the completion of each unit

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 22 through 26 in this CEP.

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

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

**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.

  X   Tax Levy           Title I           Title IIA           Title III           Grants      X   Other

If other is selected describe here:

- P.T.A. funding for eChalk website, School Messenger telephone system.
- Funding from local legislators support purchasing supplies for printing of monthly P.T.A. newsletter.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- To support and encourage parents/guardians to become involved in their children's educational success, we rely on services such as: food services to help children get free or reduced lunch as needed, benefits available to students in temporary housing (eyeglasses, school supplies, etc.) and members of our School Assessment Team are available to help families with concerns of emotional, physical and mental health.
- Tax Levy funding for our Parent Coordinator, who manages eChalk website, facilitates Parent Advisory Focus Council, and organizes and hosts parent activities and workshops.
- Parent Coordinator O.T.P.S. funding supports purchase of supplies and materials for parent activities.
- Tax Levy Fair Student Funding for teachers and staff members involved in curriculum conferences, report card redesign, collaborative team meetings.
- Utilize D.O.E. Translation Bureau to translate new report cards into Spanish, Arabic, Russian and Chinese.

## ANNUAL GOAL #3 AND ACTION PLAN

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

### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students in Grades K-5 will be able to read and comprehend texts of steadily increasing complexity, so that they can independently read a range of texts, fiction and non-fiction. By June 2013, 80% of all students, Grades K-5, will show at least two levels of growth in their independent reading levels, as measured by the Teachers' College Reading and Writing Assessments. Tiered instruction and interventions will provide support for students in literacy and across the content areas.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- New York State Common Core "shifts" indicate that (a) students must read a true balance of informational and literary texts, and (b) in order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase." Students must read the grade appropriate text around which instruction is centered. We seek to study our formal and informal assessments to better understand students' strengths and areas of need.
- Data analysis of formative and summative assessments indicates the following areas of concern:
  - Drawing Conclusions
  - Summarizing Ideas
  - Deciphering the meaning of unfamiliar words in context
  - Using text-supported examples to support ideas in writing
  - Use of organizational formats

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
- Using the Teachers' College Reading and Writing Assessments, teachers will assess students' independent reading levels on a regular basis, at least four times a year.
- Data will be entered into AssessmentPro, which will provide analysis of student growth to teachers and administrators.
- Teacher teams will continue to engage in the collaborative inquiry process to identify achievement gaps, improve teacher practice and target instructional strategies to meet students' needs.
- Using the Universal Design for Learning (UDL) principles, all students will be given the opportunity to succeed by: presenting information in multiple ways, allowing students to process a problem in multiple ways and engaging students in multiple ways.

- Students with disabilities and English Language Learners will be provided with appropriate scaffolds to give support and encourage engagement and application.
- Teachers, administrators, P.P.T. team members, and S.A.T. staff will plan interventions targeted to meet students' needs.
- Curriculum Maps will reflect non-fiction literature of increasing complexity used as touchstone texts related to Journeys units' big ideas and essential questions.
- Teachers will focus on higher level questioning to boost comprehension.
- Small group targeted instruction will continue during the Extended Day sessions.
- Library lessons will continue to reflect various genres, author studies, books and reference material available online.
- In Professional Learning Communities, teachers will collaborate to add academic rigor and higher order thinking to lift the level of talk in content-specific areas.

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

- Our Instructional Team will continue to meet and work collaboratively: Administrators, U.F.T. Teacher Center Coach/Data Specialist, Lead Teachers/Grade Leaders from each grade.
- Supervisors will conduct formal and informal instructional visitations and provide meaningful feedback to teachers.
- We will seek professional development from our C.F.N. and U.F.T. Teacher Center support specialists, as well as from our liaison from Pearson/America's Choice.
- Classroom teachers, content area cluster teachers and paraprofessionals work collaboratively to implement strategies for student success.

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

- Teachers reflect on the development and implementation of Performance Tasks and Units of study aligned to the Common Core Learning Standards and reflecting the NYS instructional shifts.
- AssessmentPro tracking charts will be used to compare students' independent reading levels to Teachers' College benchmarks, as well as to monitor students' growth.
- Teacher- made assessments, as well as Journeys weekly, unit and benchmark assessments will monitor student reading progress.
- Teachers will use Periodic Assessments (Acuity Benchmarks), which provide evidence of student achievement in reading.
- Teachers' discussions, observations and conference notes will reflect student progress and students' choice of books.
- Teachers will design and implement performance tasks and rubrics that are aligned to the Common Core Standards.
- In order to empower teachers to improve student achievement and close the achievement gap, one out of three extended day blocks will be used for teacher teams to focus on inquiry work, student outcomes, reviewing data, engaging in goal setting and revising practices.
- S.E.T.S.S., A.I.S. and E.L.L. teachers will collaborate with classroom teachers to develop differentiated educational plans for students.
- Teachers present case studies of students in need of intervention at monthly P.P.T. meetings.
- Cluster teacher content area specialists will contribute to the development of differentiated goals for students as they meet with classroom teachers during weekly time allotted during Extended Day Professional Learning Communities.

d) timeline for implementation

- Classroom implementation of the work described above will be on an on-going basis.
- Teachers meet at least once a week to look at student work and plan instructional strategies during common grade-level preps and during weekly Professional Learning Community time during the Extended Day period. Each team engages in cycles of inquiry, looking at student work, focusing on

areas of need, and collaboratively planning instructional strategies.

- Data is entered into AssessmentPro four times a year: September, November, March and June.
- Acuity Benchmark Assessments, providing formative diagnostic data, are administered in the fall and spring.

### Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 22 through 26 in this CEP.

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

- We will assist parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- To increase motivation and involvement, parents/guardians are invited to our annual school-wide events, such as Spelling Bees, Storytelling Festivals, Family Read Aloud Days, Writing and Reading Celebrations, and the Ezra Jack Keats Bookmaking Competition Honor Reception.
- We have established a Parent Resource Center/Area, with a lending library, including material for ESL families and instructional materials for parents/guardians.
- We will continue to hold workshops for parents/guardians, modeling activities to do at home to apply the Common Core Learning Standards.

### 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.

  X   Tax Levy           Title I           Title IIA           Title III      X   Grants           Other

If other is selected describe here:

### Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our affiliations with local colleges and universities (St. John's University, Wagner College, College of Staten Island) provide us with student teachers who assist in classrooms, providing small group differentiated instruction under the direction of the classroom teacher.
- Reading volunteers provide small group and individual instruction to students targeted by classroom teachers.
- ARRA RTTT Citywide Instructional Expectations funding supports professional development for teachers.
- ARRA RTTT Data Specialist funding provides opportunities for inquiry work done by Instructional Leaders and grade-specific teacher teams.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Re-organize math content to allow more time to focus on the major work of each grade, as defined in the Common Core Learning Standards and specified in the Citywide Instructional Expectations. Study student work in math problem solving through inquiry to inform instruction, change teacher practice and improve student achievement. By June 2013, 100% of teachers will participate in Professional Learning Communities focusing on embedding the Mathematics Common Core Learning Standards into classroom practice, studying student work and changing instructional practices to reflect the Six Shifts in Math. All students will be engaged in more challenging assignments that require fluency, application and deep understanding.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- 
- The Common Core Learning Standards for Math present fewer concepts per grade, with a deeper understanding of each content area. After careful analysis of formative data, including Acuity Math Baseline Assessments and Benchmark Assessments, we see a need to challenge our students to higher proficiency levels.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
- Applying the Universal Design for Learning (UDL) principles, all students will be given the opportunity to succeed by: presenting information in multiple ways, allowing students to process a problem in multiple ways and engaging students in multiple ways.
- Students with disabilities and English Language Learners will be provided with appropriate scaffolds to give support and encourage engagement and application.
- Teachers will use common preps and Professional Learning Community Data Inquiry time to look at student work, including conference notes, performance tasks and on-going formative assessments to discuss and implement instructional changes based on data analysis.
- Teachers will assess students' progress and knowledge by examining student work and looking for increasing complexity and gaps in achievement when compared to Common Core Learning Standards aligned tasks.
- Teachers will assist students in developing written and oral mathematical language around mathematics content and concepts.
- Teachers will work together in teams to adapt and/or create rubrics that will measure the progress of students' written and oral communication as evidence of students' understanding of mathematical problems.
- Teachers will use the Acuity Instructional Resource Bank to assign focused work to students based on their indicated needs.

- Teachers will increase math enrichment opportunities for highly capable students.
- Teachers will plan differentiated instruction that engages and challenges students.
- Students will be expected to display and/or describe the mathematical thinking they used to solve word problems.
- Through our liaison with the U.F.T. Teacher Center, we will provide professional development opportunities for teachers, targeted at deepening their understanding of mathematics and related educational methodologies.

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

- We have purchased “My Math,” published by McGraw-Hill, to supplement the work we do in our classrooms. Teachers have access to online resources and professional development material.
- Our Instructional Team will continue to meet and work collaboratively: Administrators, U.F.T. Teacher Center Coach/Data Specialist, Lead Teachers/Grade Leaders from each grade.
- Weekly Grade Leader meetings create a vertical cohesiveness, providing a forum to share data inquiry work on each grade and the opportunity to discuss spiraling from one grade to another.
- We will seek out professional development from our C.F.N. and U.F.T. Teacher Center support specialists.
- Classroom teachers, content area cluster teachers and paraprofessionals will work collaboratively to implement strategies for student success.

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

- In order to empower teachers to improve student achievement and close the achievement gap, one out of three extended day blocks is used for teacher teams to focus on inquiry work, student outcomes, reviewing data, engaging in goal setting and revising practices.
- Form a staff committee to research purchase of math materials and resources.
- Time is allotted for teachers to score Acuity Benchmark Assessments, collaborating on trends in student achievement, identifying gaps and planning instruction.
- Teachers design units of study, performance tasks that are aligned to the Common Core Learning Standards, and rubrics that measure their students’ mathematical understandings.
- S.E.T.S.S., A.I.S. and E.L.L. teachers collaborate with classroom teachers to develop differentiated educational plans for students.
- Cluster teacher content area specialists will contribute to the development of differentiated goals for students as they meet with classroom teachers during weekly time allotted during Extended Day Professional Learning Communities.

d) timeline for implementation

- Teachers meet in Common Preps and during Professional Learning Community time every Thursday, 2:35 – 3:25 throughout the school year to select, develop and plan units of study and aligned performance tasks.
- Acuity Benchmark Assessments provide formative data twice a year: in the fall and in the spring.
- Teachers collect data on an on-going basis through formative assessments, classroom conferencing, discussions and observations of student work and conversation.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these

activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 22 through 26 in this CEP.

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

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

### **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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our affiliations with local colleges and universities (St. John's University, Wagner College, College of Staten Island) provide us with student teachers who assist in classrooms, providing small group differentiated instruction under the direction of the classroom teacher.
- ARRA RTTT Citywide Instructional Expectations funding supports professional development for teachers.
- ARRA RTTT Data Specialist funding provides opportunities for inquiry work done by Instructional Leaders and grade-specific teacher teams.
- NYSTL funding supported purchase of "My Math" program.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of staff members at P.S. 42, including cluster teacher classrooms, such as science, Library, art and music, will be equipped with Smart Boards and/or document cameras. All teachers will be trained in the use of Smart Board / document camera technology and will infuse the use of technology into their instruction to enhance the quality of teaching and learning and to provide multiple entry points for all learners.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- 
- The use of technology increases student engagement and raises student achievement across the content areas.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups

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

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

- Teachers equipped with Smart Tables received twelve hours of staff development from technology support specialist from Tequipment (vendor of equipment we purchased). Teachers receiving new Smart Boards received six hours of professional development from the vendor.
- On an as-needed basis, support is provided by our P.S. 42 technology specialist.
  - e) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- During Professional Learning Community meetings, as teachers collaboratively look at student work, they identify instructional strategies to support struggling students and share best practices involving the use of technology.
  - d) timeline for implementation
- On-going throughout the school year – on site support from technology specialist and intervisitations between teachers. Using the apprenticeship model, with a gradual release of responsibility, teachers will become more comfortable and proficient in the use of technology.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 22 through 26 in this CEP.

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

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

**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.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

**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.).
<b>ELA</b>	<ul style="list-style-type: none"> <li>- Scaffolded instruction that teaches by increasing difficulty (i.e. read/write sentences → read/write paragraphs → read/write full passages.</li> <li>- Model instruction, guided practice, independent practice.</li> <li>- Wilson</li> <li>- Journeys Reading Program Write-In Reader (intervention)</li> <li>- Acuity Instructional Resources</li> </ul>	Tier 1 intervention occurs in the classroom and includes both whole class and differentiated small group instruction. Tier 2 interventions are provided in small group instruction or individualized. Tier 3 interventions are individualized (1:1) or in very small groups.	Services are provided during the school day and during our after school Extended Day Program.
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- Teachers scaffold content, process and product on the basis of student needs.</li> <li>- Simplify directions</li> <li>- Work with manipulatives</li> <li>- Math games and activities to reinforce computational skills</li> <li>- Acuity Instructional Resources</li> </ul>	Tier 1 intervention occurs in the classroom and includes both whole class and differentiated small group instruction. Tier 2 interventions are individualized or provided in small group instruction. Tier 3 interventions are individualized (1:1) or in very small groups.	Services are provided during the school day and during our after school Extended Day Program.

<b>Science</b>	<ul style="list-style-type: none"> <li>- Teachers scaffold content, process and product on the basis of student needs.</li> <li>- Non-fiction, leveled reading selections from the Science content area are included in classroom libraries and intervention material.</li> </ul>	Tier 1 intervention occurs in the classroom and includes both whole class and differentiated small group instruction. Tier 2 interventions are provided in small group instruction or individualized as needed. Tier 3 interventions are individualized (1:1) or in very small groups.	Services are provided during the school day and during our after school Extended Day Program.
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>- Intervention is provided through use of non-fiction reading and writing units of study.</li> <li>- Word walls</li> <li>- picture clues</li> <li>- internet investigations.</li> </ul>	Tier 1 intervention occurs in the classroom and includes both whole class and differentiated small group instruction. Tier 2 interventions are provided in small group instruction or individualized. Tier 3 interventions are individualized (1:1) or in very small groups.	Services are provided during the school day and during our after school Extended Day Program.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Type of program depends on age and needs of students. <ul style="list-style-type: none"> <li>- Conversations and discussions</li> <li>- crisis intervention and follow-up</li> <li>- trust building activities and games</li> <li>- social skills training</li> <li>- character building</li> <li>- coping strategies</li> <li>- anger management skills</li> <li>- self-esteem strategies</li> </ul>	Service providers meet with at-risk students individually.	Services are provided during the school 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.

**To ensure that current staff members remain highly qualified in order to achieve our 2012-2013 goals, we will:**

- Provide professional development opportunities for teachers, targeted at deepening their understanding of the Common Core Learning Standards and related educational methodologies. In-house professional development is conducted by our instructional specialists. U.F.T. Teacher Center and CFN 604 support specialists also provide professional development. Our teachers attend out-of-building workshops sponsored by our CFN.
- Our technology specialist supports teacher professional development in-house, and maintains inventory and equipment upkeep.
- Every teacher is a member of an inquiry group, studying student work and focusing on grade selected objectives. Administration supports teacher data inquiry team work and through scheduling and use of funding resources, provides opportunities for teachers to collaborate on planning strategies to help students achieve success.
- Administrators' formal and informal observations, with feedback, support teacher growth and instill confidence in raising student achievement.

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

**Pages 11-15 N/A  
P.S. 042R is not a Title I School**

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.

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**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;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS, BUT MUST BE UPDATED**

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>Jose Ruiz / Richard Gallo</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>042</b>
School Name <b>P.S. 42 The Eltingville School</b>			

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

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

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

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

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

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

Paste response to questions 1-6 here

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). Native Spanish language speakers who do not score "proficient" on the LAB-R are given the Spanish LAB as well.

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

After screening the HLIS, these steps are followed:

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

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

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

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

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

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

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

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

Students are placed in ESL program based on their LAB-R scores. P.S. 42 has an ESL program only. Parents are contacted, and the individualized program designed for their child is explained. Translators are used when necessary. We explain alternate placements available (for example: dual language program at another school in NYC) and will honor parents' choices as they desire.

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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 <input type="checkbox"/>
--	--

**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>	1	1	2	2	1	2								9
<b>Total</b>	1	1	2	2	1	2	0	0	0	0	0	0	0	9

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	0	3	1	1	1								8
Chinese	1	1	0	0	0	0								2
Russian	0	1	1	0	0	0								2
Bengali														0
Urdu														0
Arabic	1	0	1	1	0	1								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	0	0	0	0	0								1
Albanian														0
Other	0	0	0	0	2	0								2
<b>TOTAL</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>19</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 content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

The implications for content area instruction are as follows:

### Science

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

### Social Studies

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

### ELA

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

### Math

- small group activities mixing less proficient children with native English speakers
- introduce specialized vocabulary
- provide visual cues
- clarify directions
- use of manipulatives

## A. Programming and Scheduling Information

- use of technology

Academic Language Development:

Academic language development is planned for in the following ways:

- assessing the needs of the students
- meeting with grade leaders and instructional teams
- evaluating the materials
- proceeding with a course of study
- planning thematic units
- Q-TEL strategies

Instructional Materials:

The following instructional materials are being used in our ESL Program:

- Journeys Reading Program (Houghton-Mifflin Harcourt)
- Time for Kids-Exploring Non-Fiction
- Write-Time for Kids
- Science Literacy Center-Scholastic
- Scholastic Phonics Chapter Books
- Leveled Libraries
- Author Studies
- Chapter Books
- Big Books
- Thematic Units
- Laptops
- Software - Language Arts (Phonics, Writing), Math
- Lessons in Literacy (Great Source)
- Bilingual Dictionaries
- Picture Dictionaries

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

To ensure that ELLs are appropriately evaluated in their native languages, we use translated tests and translators, when available.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

Although we have no students at this time who qualify as SIFE, we do have a plan in place for these students. Initially, all students will be assessed with the LAB-R, if not already done so. Both the classroom teacher and the ESL teacher will conduct additional assessments to determine the level of English proficiency. Depending on the level of proficiency, a program will be developed using the four modalities of listening, speaking, reading and writing.

Sound production and phonetics will be emphasized. Our literacy program will be employed at all levels, introducing vocabulary and grammatical structure through stories and visuals.

b. Describe your plan for ELLs in U.S. schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing

## A. Programming and Scheduling Information

for ELLs after one year, specify your instructional plan for these ELLs.

Newcomers are initially assessed with the LAB-R. Speaking, Listening, Reading and Writing are introduced simultaneously. Sound production and phonetics are stressed. Content area vocabulary is introduced through literature and visuals. A balanced literacy approach is employed at all stages of language development.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Students who receive services for four to six years are provided with the following:

- inclusion in academic after-school program (50-minute Extended Day Program).
- push-in/pull-out intervention day programs.
- Classroom teacher articulates with ESL teacher regarding student progress and challenges. ESL teacher makes recommendations.
- AIS services provided when deemed necessary.

d. Describe your plan for Long-Term ELLs (completed 6 years).

Students who are Long Term ELLs are provided with the following services:

- inclusion in academic after-school program (50-minute Extended Day Program).
- push-in/pull-out intervention day programs.
- Classroom teacher articulates with ESL teacher regarding student progress and challenges. ESL teacher makes recommendations.
- AIS services provided when deemed necessary.
- Referrals may be made to the School Assessment Team to screen children for learning disabilities which may prevent them from passing the NYSESLAT.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWD students use strategies such as: scaffolding, pre-teaching vocabulary, word walls, graphic organizers, building background knowledge, brainstorming, use of visuals, understanding of juicy sentences to support students' knowledge of the main academic content. Teaching materials include a wide range of print, visual and digital resources designed for increasing English language proficiency. Language functions and structures are taught within the content of the lesson.

Our new reading program, Journeys (Houghton-Mifflin Harcourt) incorporates leveled guided reading books, including below-level, ELL, vocabulary and decoding, which all support ESL and SWD instructional strategies.

We are aware that our students' English proficiency levels ability levels vary greatly. Therefore we are cognizant of the need for differentiation, not only in grouping, but of instruction. The ESL teacher provides additional support for our ELL-SWDs by providing these students with additional supports in developing social and academic language, as well as providing additional literacy instruction.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our school meets the diverse needs of ELL-SWDs in the following ways:

- at IEP evaluations and re-evaluations, the least restrictive environment is considered, such as I.C.T. classes.
- push-in services
- SETSS
- A.I.S. (Academic Intervention Services)
- providing a bilingual paraprofessional where necessary
- instructional aligns with the student's IEP goals and ESL strategies are implemented based on the student's needs
- collaboration between classroom teachers and ESL teachers

**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			
Social Studies:			
Math:			
Science:			

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

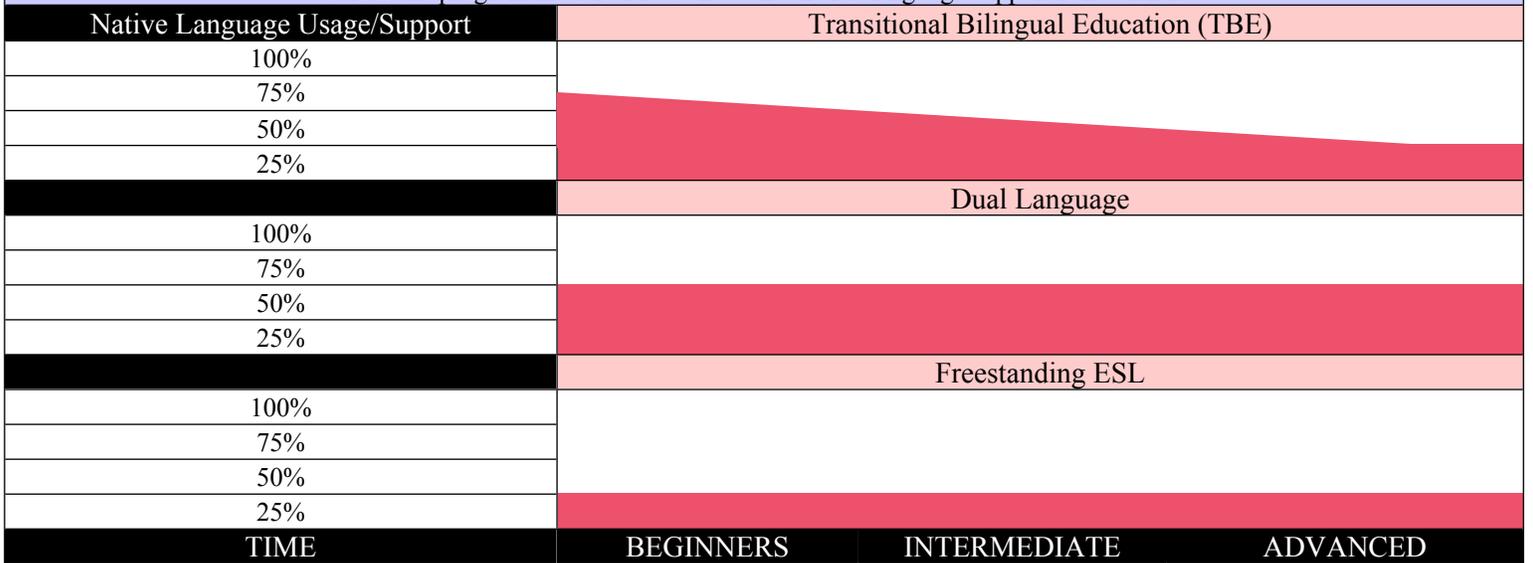
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

Paste response to questions 8-17 here

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

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

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

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

### **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.

Paste response to questions 1-3 here

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

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

- identification of ELLs
- strategies and techniques in the General Education classroom
- using Q-TEL strategies in the General Education classroom
- the use of specific materials and technology
- cultural sensitivity training
- observation of ESL teacher by regular classroom teachers
- ELLs and Content Area Instruction

This year our ESL teacher will join other staff members, and participate in professional development in the Chancellor's 3 Asks, the Citywide Instructional Expectations, and the Common Core Learning Standards.

Our ESL teacher participated in a LAP (Language Allocation Policy) workshop, as well as a BESIS (Bilingual Education Student Information Survey) training.

In addition to turnkey training provided by our ESL teacher, the following personnel can receive professional development:

Assistant Principals, Guidance Counselors, Psychologists, Occupational/Physical Therapists, Speech Therapists, Secretaries and the Parent Coordinator are invited to attend all workshops.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school.

Professional conversations with colleagues (ESL teachers) in Intermediate Schools give insight into students' needs as they transition from elementary school to middle school. This information is shared with teachers, guidance counselors and administrators who work with our fifth graders, teaching them skills and work habits to increase their independence, responsibility and accountability. Students are provided the opportunity to visit their Intermediate Schools during their final year in 5<sup>th</sup> grade. Teachers escort their students and see the routines and activities offered at their prospective new schools.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Training sessions are held during: Faculty Conferences, Grade Conferences and on Staff Development days (i.e. Election Day and former Brooklyn/Queens Day). Professional Development in using technology is available for all staff.

## 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?

Paste response to questions 1-4 here

1. Describe the parent involvement in your school, including parents of ELLs.

Parents of all students, including parents of ELLs, are very much involved and engaged through: Parent/Teacher Conferences (held in November and March, and throughout the year as needed), Curriculum Conferences, P.T.A. meetings, Parent Outreach Workshops planned and facilitated by our parent coordinator, as well as individual parent-outreach, as needed, P.T.A. Newsletter, communication through our school website, in many languages. We have on-staff translators in Spanish and Russian and we call upon the DOE Translation Unit as needed.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

### NYSESLAT Modality Analysis

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

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

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

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

Paste response to questions 1-6 here

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g. ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tool our school uses to assess the early literacy skills of all students, including our ELLs, is the Teachers' College Reading and Writing Program. Classroom teachers administer the assessment using BeBop materials. The assessment includes a running record which tests letter recognition, decoding skills, print awareness and comprehension. Results are recorded and analyzed using AssessmentPro. Instruction is differentiated based on the results.

We also use weekly tests and Unit/Benchmark tests in our Journeys reading program to assess students' progress.

Data shows that our ELL students are making progress when their early literacy skills are assessed.

Second grade students are also assessed using E-PAL tests, which are scored in-house by teachers. The resulting data is used to plan instruction based on students' needs. E-PAL will be administered in January 2012. Scores will be available in mid-February 2012.

Classroom teachers also conference with their students regularly and their conference notes are a valuable source of information as they plan differentiated instruction.

Our literacy instructional plans (literacy curriculum maps) are constantly under revision. In December 2010, we purchased a reading program. The new program, Journeys (Houghton-Mifflin Harcourt) includes an ELL component which is being implemented by Mrs. E. Glanz, our ELL teacher. Students' progress is monitored and instructional plans are created by collaborating with classroom teachers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Out of the twenty-one children tested on the 2011 NYSESLAT, five scored Proficient, eleven scored Advanced, four scored Intermediate and one scored Beginning. The numbers across the grade levels are too small to draw valid statistically significant conclusions.

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

We will look at proficiency levels and use the information to create individual instructional plans to differentiate instruction to help each child reach his/her maximum potential.

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:**

**School DBN:**

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

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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