



Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PUBLIC SCHOOL 42

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X042

PRINCIPAL: LUCIA ORDUZ-CASTILLO

EMAIL: LORDUZCASTILLO@SCHOOLS.NYC.GOV

SUPERINTENDENT: Ms.DOLORES ESPOSITO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Ivette Matos	*Principal or Designee	
Yolande Twiggs	*UFT Chapter Leader or Designee	
Ramada Peterson	*PA/PTA President or Designated Co-President	
Beverly Thomas	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	
Sonia Tirado	Member/ Social Worker	
Victoria Edwards	Member/ Teacher	
Tierra Donaldson	Member/ IEP teacher	
Raven Garret	Member/ PTA Treasurer	
Sonia Adorno	Member/ Parent	
Lyze Malave	Member/ PTA Secretary	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

School leaders should conduct a needs assessment based on an analysis of data, including teacher surveys, classroom observations and student performance data, to develop and implement a PD plan designed to improve the quality of teaching and learning in ELA. All teachers should participate in the PD program to maintain and develop pedagogical practices that meet the learning needs of all students. The PD plan should take into account the differentiated learning needs of all teachers in order to provide targeted and differentiated PD. The PD plan should align with the goals of the CEP. (State School Quality Review, May 2012 p. 4)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, each classroom teacher, in collaboration with administration and coaches, will create a professional goal in Literacy and in Math. These goals will drive the professional development plan for the teacher(s). 80% of teachers will create specific professional goals in early October using Danielson competencies 1e and 3b and will adjust their goals as the year progresses. These goals will support the improvement of the teachers' practice and result in at least 80% improving in their literacy and math instruction as evidenced by their formal and informal observation reports. Coaches will monitor teachers' progress during both the Coaching Cycle and Data Conversations.

Instructional strategies/activities

Key Personnel: Principal, Assistant Principal, 2 Literacy Coaches, 1 Math Coach, and Classroom Teachers

Timeline: September 2012- June 2013

- a) Administrators will ensure that all staff members receive a survey during Data Conversation, in order to indicate areas of Professional Development needs and Best Practices. During Data Conversation 3, teachers will use Data Conversation 1 information, along with the information from the "End of 2011-12 School Year Evaluation" from the Administration Team to select two professional goals, one in ELA and another one in Math. During Data Conversation 5, Teachers along with their Math Coach and Literacy Coach will discuss and receive further support and resources relating to their previously self-selected goals. During Data Conversation 7, with the coaches teachers will discuss and receive additional supports and resources. In between, Coaches will strategically visit teachers in order to monitor their progress towards achieving their Professional Development Goals.
- b) Cabinet team members, coaches and various teachers will research, create and present Professional Development Presentations that are specifically geared towards the teachers' PD goals. In school PD/ trainings will take place during Grade Meetings and After School PD per session on Mondays one time per month with PD per session funding.
- c) The Principal, Assistant Principal, two Literacy Coaches, and one Math Coach will monitor progress of Professional Goal Setting Plans during Data Conversations and during Formal and Informal Observations (see bullet d). Furthermore, monitoring of the effectiveness of the Professional Development (PD) provide, will be evaluated by looking at student work. In addition, Coaches will mentor teachers in order to support their progress in their Professional Development. Administrators will monitor teachers progress during informal and formal observations.
- d) There will be a total of 7 check-ins (Formal Observations (November), 3 Informal Observations (September, January-February, and April) , Data Conversations 1 (Week of October 1), Week of , Data Conversation 3 (Week of December 3rd), Data Conversation 5 (Week of February 4th), Data

Conversation 7 (Week of April 29th)

- e) From October to June, teachers will reflect on their progress and participate in Professional Development that are geared toward their specific goals. In June teacher ratings will be based upon growth in the identified areas in need of further development. The administrators, cabinet team members and teachers will review and analyze the data collected in June to collaboratively plan for school wide professional development for 2013-2014 school year.
- f) Professional Development will be provided outside the building through outside agencies, by coach lead Presentations, and through inter-visitations for which substitutes will be used per diem to cover classes.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Priority focus funds will be directed towards Professional Development to be offered for two hours after school once a month on Mondays beginning in October and ending in May, which would include a total of 320 teachers per session hours (8 months x 2 hours x 20 teachers and administrator.) In addition, funds will be allotted to allow for teacher converge when necessary to do inter-visitations and/or to attend professional development training outside the school building with per diem.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

School leaders should ensure teachers participate in professional development (PD) activities to develop and model the use of rubrics. Teachers should collaborate in professional learning communities (PLCs) to collectively review student work to normalize the application of rubrics. School leaders should monitor student work in classrooms and on display to evaluate the quality and consistency of teacher feedback within and across classrooms. Additional support should be provided to teachers as needed. (State School Quality Review, May 2012 p. 2)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 3.2 Enacted curriculum

_____ 3.4 Teacher collaboration

_____ 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

By the end of the 2012-13 school year 80% of the teachers will use the rubrics to grade their student writing.

Instructional strategies/activities

Key Personnel: Principal, Assistant Principal, 2 Literacy Coaches, 1 Math Coach, and Classroom Teachers

Timeline: September 2012- June 2013

- a) Teachers will collaborate in professional learning communities (PLCs) to collectively review student work to normalize the application of rubrics.
- b) Coaches (2 ELA Coaches,) Chairperson (one per grade) and Classroom Teachers will be responsible for the creation, planning, and monitoring the implementation of the use of the rubrics in order to monitor students work during the end of each ELA genre unit.
- c) In September, December, January, February, and March teachers and coaches will monitor the use of rubrics while examining the student work during collaborative Grade Team Meetings. Staff will be a part of evaluating the effectiveness of the use of rubrics.
- d) During the Response to Literature and Informative Text unit, the rubrics will be used 2 times; one for the Baseline and one for the Performance Assessment, while in the remaining units, the rubric will be use for the Published Pieces.
- e) Rubric norming sessions during grade meeting/ common planning will be conducted in September and February.
- f) Monitoring will be done four times per school year, coordinating with the date for Progress Reports/ Report Cards in November, January, March, May and June.
- g) By the end of September, all teachers will receive PD on the Implementation of Rubrics with additional sessions in January and March. School leaders, 2 Literacy Coaches and 1 Math Coach will also monitor the use of rubrics via looking at student work.
- h) From September to the end of May, a minimum of 7 rubrics per grade will be created by the teachers and coaches.
- i) There will be 8 vertically aligned ELA unit rubrics per grade for each of the 8 Common Core Learning Standard genre units in grades 1 through 5. In Kindergarten, there will be 7 vertically aligned ELA unit rubrics that funnel into 7 of the 8 school's Common Core Learning Standard genres. These rubrics will be utilized to evaluate student's Writing Pieces.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Priority Focus Funds will be directed towards Professional Development to meet the recommendation in Tenet 3. These professional developments will begin in September and end in June and will include 33 classroom teachers. Teachers will meet in order to learn how to create, norm, and model use of rubrics. These professional developments will occur during the week of September 10th, September 17th, October 15th, October 22nd, November 12th, January 14th, February 11th, April 8th and June 3rd. This will be 9 sessions x 1.5 hours, or 13.5 hours for each of 33 teachers, for a total of 445.5 per session hours (9 sessions x 1.5 hours x 33 teachers). Additionally, teachers will learn how to use the rubrics to analyze student work and create next steps. These professional development sessions will occur during the week of September 10th, October 15th, November 12th, December 17th, January 2nd, January 28th, May 13th, and May 20th. This will be an additional 8 sessions for 1.5 hours, or 12 hours for each of 33 teachers for a total of 396 per session hours. P/F funds will be used for 15 teacher days for outside PD @ per diem rate for coverage. P/F funds will also be used for teacher coverage when necessary to conduct inter-visitations – 10 teachers x 2 hours for a total of 20 hours. A nominal amount of Priority Focus funds will be used to provide 6 sets of supplemental reading materials for teachers, one set for each grade, K-5.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

School leaders should provide ongoing PD opportunities to promote differentiation of instruction, based on data analysis, as part of a school-wide comprehensive PD plan. Strategies should focus on ensuring tasks match the academic needs of all students. School leaders should monitor teachers' pedagogy to ensure learned differentiation strategies are present in planning and instructional practice and implemented throughout the school. School leaders should provide all teachers with targeted PD to incorporate into instructional strategies. (State School Quality Review, May 2012 P.3)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

Starting in September and ending in June 2013, 80% of staff will attend Professional Development training to implement and plan to include "differentiation" approaches and strategies.

Instructional strategies/activities

Key Personnel: Principal, Assistant Principal, 2 Literacy Coaches, 1 Math Coach, and Classroom Teachers

Timeline: September 2012- June 2013

- a) Starting in September, teachers received Professional Development on using Depth of Knowledge (DOK) to address differentiation strategies and planning, as indicated by Citywide Expectations, Danielson, 3b: Question and Discussion Techniques in order to have teachers use open-ended questions and prompts to cognitively challenge all students and advance critical thinking skills. In addition, teachers will have the opportunity to attend Professional Development such as, Small Group Instruction Analysis, Actionable Feedback, and conferencing professional development.
- b) Classroom teachers have identify 2 students per class based on student data (Inquiry Students) who need additional support in both ELA and Math. The process of these students will be monitored during Data Conversation 2 (Week of October 29th), Data Conversations 4 (Week of January 7), Data Conversation 6 (Week of March 4th) and Data Conversation 8 (Week of May 20th). In order to review and analyze the effectiveness of differentiation and its impact student growth, we will be analyzing rubric scores and conference notes.
- c) Student work has been differentiated for our Inquiry Student which will be monitored during 4 Data Conversations.
- d) The cabinet team members reviewed Citywide Expectations in order to incorporate the Instructional Shift for overall school-wide PD.
- e) Principal, Assistant Principal, two Literacy Coaches, and one Math Coach will work with teachers to implement these strategies and activities. School administrators will provide time during grade meetings to address meeting these goals.
- f) Teachers will submit ELA SMART (Specific, Measurable, Actionable, Reachable, Time Bound) goal small group plans on October 25th, January 16th, and March 14th for the overall student population. Teachers will submit Math SMART small group goals after each unit test which varies according to grade's pacing calendar. Each SMART small group plan is due one week after each assessment.
- g) Starting September and ending by April, 2 differentiated DoK PDs will be provided. (During school hours, Grade Team Meetings, teachers integrate DoK questioning into the curriculum.) School-offered PD sessions will be publicized to allow teachers to attend selected PD. PD opportunities offered by the DOE will be recommended, by need.
- h) All the Professional Development opportunities will be provided from September to June 2013.

- i) Classroom teachers will be responsible for implementing strategies to meet the students' academic goal
- j) This will be monitored by looking and collecting a range of teachers' lesson plans.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Priority Focus Funds will be allocated to meet recommendations on Tenet 4. Funds will be used reference books, such as *ELL Shadowing* and *Great Books*, along with other resources, such as additional texts for ELA units and classroom libraries. There are 100 student in Pre-K through 5 who are part of the Inquiry work (4 students X 25 classes= 100). In addition, a total of 360 per session hours (8 months X 15 teachers X 3 hours) for professional development on inquiry and a total of 60 per diem hours for inter-visitations (8 months X 10 teachers X 45 minutes) to focus on best practices.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

School leaders should institute a Positive Behavioral Interventions and Supports program (PBIS) to be used by all stakeholders. PD should be provided to teachers to support the development of effective classroom management strategies that will maximize teaching and learning and minimize disruptive behavior. The implementation of this program should be coordinated with external agencies, including Community Based Organizations (CBOs). The roles and responsibilities of all staff should be reviewed and adjusted to provide comprehensive school based health and social services for students and their families. (State School Quality Review, May 2012 P.4)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- The school will collaboratively create a lunchtime behavioral plan to be implemented from October 2012 to the end of June 2013. By June 2013, 80% of the student population will participate and 65% of those who participated will improve their behavior.

Instructional strategies/activities

Key Personnel: Principal, Assistant Principal, ZONE Team (Director of Social Services, Social Worker, School Psychologist, School Guidance Counselor), School Aides, Educational Assistance and Classroom Teachers

Timeline: September 2012- June 2013

- a) When in the cafeteria all students are monitored by the teachers and the lunchroom staff. They will indicate on a specific behavioral sheet students' progress. Every two weeks children will be allowed to redeem reward tickets to receive a reward.
- b) School aides, Educational Assistants, Zone Members and Administration are used as support. Zone members monitor and analyze incident and anecdotal reports on a monthly basis using behavioral data tracker to minimize disruptive behavior.
- c) The director of Social Services, Social Worker, School Psychologist, School Guidance Counselor, School Aides, Educational Assistance will monitor how the PBIS program has improved behavior in the classrooms. This will be evidenced by collecting data and tracking online.
- d) Students are counseled by Zone members during school hours and Extended Day by staff members who know them well in order to support them in meeting their social and emotional goals.
 - Students are referred to outside agencies for counseling and support.
 - Teachers are supported by an outside agency including Ramapo for Children.
 - The school has a school-wide discipline plan. Teachers have individual classroom behavioral modifications in place.
 - Students are encouraged to earn tickets and are positively reinforced to exchange their tickets to receive an award.
- e) The Parent Coordinator will work to support this initiative with the PTA by collecting and donating items to the PBIS store. Parent letters will be sent out to inform parents about the program and seek donations.
- f) This plan will begin in October 2012 and end in June 2013. This will be monitored at the end of every month by zone members, which include Social Worker, Director of Family Services, Counselor, and School Psychologist.
- g) This program will be supported by an outside partner consultant, The Ramapo Behavior Management Agency.
- h) All zone members and new teachers will receive PD for behavior management starting in November.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Priority Focus Funds will be used for Positive Incentives in the School Store and Behavior Incentive Days for all students. Priority Focus Funds will be used to provide 15 per diem hours for debriefing sessions with Ramapo professionals regarding Behavior Management (3 teachers X 30 minutes X 10 sessions.) Priority Focus Funding will also be use to provide PD for parents. Parent coordinator and teachers will be paid per session to plan and for materials including food. Priority Focus Funds will be used for materials such as charts, markers, and folders.
- P/F Funds are not being used for Ramapo consultant fees.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Major Recommendation

School leaders, in collaboration with teachers, should review and revise the school's grading policy. The school should share the policy with students and parents. School leaders should monitor, through classroom observations and a review of student work, the implementation and consistent application of the policy. (State School Quality Review, May 2012 p. 2)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- | | |
|--------------------------------|-------------------------------------|
| 6.2 Welcoming environment | 6.4 Partnerships and responsibility |
| X 6.3 Reciprocal communication | 6.5. Use of data and families |

Annual Goal #5

- By the end of the 2012-13 school year, 80% of parents will be informed of school-wide grading policies as evidenced by signatures from the parents that received the school's grading policy.

Strategies to increase parental involvement and engagement

Key Personnel: Principal, Assistant Principal, Classroom Teacher, Data Manager, Two Literacy Coaches, 1 Math Coach, School Leadership Team (SLT) and Parent, Teacher Association (PTA)

Timeline: September 2012- June 2013

- a) The school will have 2 parent teacher conferences and 4 report cards distribution cycle in October, January, March and June.
- b) PTA will provide workshops including using rubrics and the grading systems.
- c) The school will provide parents with a new report card system that will highlight our grading (percentage) and Level of achievement. This Report Card will be distributed 4 times during the school year. There will be 2 parent-teacher conferences where the policy will be discussed with each parent in attendance. Training and workshops (such as Rubric Knowledge, will be provided in order to interpret the policy. Parents will be provided with information regarding policies via our Wednesday Parent Folder.
- d) Assistant Principal, Principal, Classroom Teachers, Data Manager, two Literacy Coaches, one Math Coach, and Parent, Teacher Association (PTA) will collaborate to create and disseminate the information about the school's grading policy.
- e) Teachers and Literacy Coaches will inform parents of the literacy tips included in the report cards.
- f) During Open School Night in October, teachers will share their grading policies with families.
- g) We will monitor the effectiveness of our strategy in March. Parents will be surveyed on the understanding of school grading policy. Based on this information, PTA will conduct a PD for parents to further explain the school wide grading policy. After the PD, teachers will be surveyed again in order to assess parents' knowledge of the school wide grading policy.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Priority Focus Funding will be allocated towards purchasing materials needed for the distribution of the progress reports. Teachers, Coaches, and PTA members to plan for the parent workshops. (2 Parent- Teacher Conferences X 2 hours) The distribution of the progress report and grading policy will require parents to receive letter via mail therefore funding will be needed for postage stamps and envelopes.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Programs-Foundations, IReady, Imagine Learn, Study Island, Wilson, Great Leaps	Small groups and One on One conferencing	All programs happen during the day except IReady for 3-5 in extended day
Mathematics	Study Island, Drills on mastery of facts, TAI, iXL in math, Mcgraw Hill website	Small groups and one on one conferencing	All programs happen during the day.
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor and speech providers see at risk students	Small group	At risk services happened during the 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.

School leadership will develop a school wide action plan to differentiate professional development to meet and to develop teacher's area of growth. Teachers will also work collaboratively during weekly grade meetings led by their instructional coaches or lead teachers. Leadership has initiated high quality workshops developed from the various teacher surveys and observations. These workshops are aligned with the new common core standards. Teachers also are sent out for other professional developments that are aligned to their professional goals. Teachers that attend these professional developments must turnkey information attained to their colleagues.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	7
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

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

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

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

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

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

informed of TBE/DL availability and inform the parents.

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	To t #
Transitional Bilingual	0	0	0	0	0	0								0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	54	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	38	0	6	54	0	13	0	0	0	92
Total	38	0	6	54	0	13	0	0	0	92

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	10	12	14	20	12								79

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	0													0
Russian	0													0
Bengali	0													0
Urdu	0													0
Arabic	0													0
Haitian	0													0
French	0			2	1	1								4
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	0	1	2	3	2	1								9
TOTAL	11	11	14	19	23	14	0	92						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

D. For ELLs who have been receiving services for 6 or more years, both Tier I and Tier II interventions as well as the ESL academic and language needs will be reviewed by the classroom teacher and ESL teacher, and then by the School Assessment Team. Upon completion of this review process, the academic and language needs will be revised and corresponding objectives will be taught over a six-week-period in small groups with no more than 3 students using the instructional resources from the RIGOR program. After this period, academic and language needs will be reviewed and new objectives will be assigned.

6.

7.

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	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

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

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

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

Native Language Usage and Supports

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

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

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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

based coaching and teaching strategies to support our ELL community. The ESL teacher in collaboration with our literacy coaches, math coach, and classroom teacher select instructional materials that are age and grade appropriate in order to promote proficiency level.

16. Parents and students meet with the ESL teacher and receive the following in the student's native language if possible: tour of the school and student's classroom, an explanation of classroom rules and procedures, the homework policy, an after school program application, and the contact numbers of the Parent Coordinator and ESL teacher.

C. Schools with Dual Language Programs

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

Not Applicable

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.

1. Teachers will receive staff development in multiple ways to monitor student progress. One way is through individual meetings after administering ECLAS, the ELL periodic assessment, and running records. The classroom teacher and the ESL teacher will share student progress by analyzing class work and assessment data. The meetings will be between the classroom teacher and the ESL teacher to discuss student progress towards academic and language goals by analyzing class work and assessment data. Additionally, ongoing Professional Development which includes instructional support and technical assistance on the latest ELL policies and trends will be facilitated by our network ELL Support Staff. ESL teachers will attend network and citywide workshops, other teachers are encouraged to attend. Our workshops will focus on the implementation of ESL methodology throughout all content areas and the differentiation of instruction to meet the needs of our ELLs.

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

3. In addition to individual meetings, teachers will meet during NYC Professional Development (PD) days. The professional development workshops will ensure that we are providing the required 7.5 hours of training for all staff. The PD workshops will teach subject matter that will develop teachers' understanding and knowledge of second language acquisition – on how to scaffold academic language objectives in order for ELLs to develop oral language skills that support literacy skills in reading and writing – ESL instructional strategies, and how to collect and analyze student data and use it to differentiate instruction. Therefore, teachers from grades K-5 will also use this time to collaboratively examine student work, conference notes, assessments, and share ESL teaching strategies that have worked for their students or need improvement. Teachers will also have the opportunity to observe the ESL teacher conducting demonstration lessons and discuss best ESL teaching practices, techniques, and strategies. The ESL teacher will maintain sign-in sheets, agendas, and handouts to support teacher participation.

E. Parental Involvement

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

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

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

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

4. In order to educate parents and/or guardians of ELLs on the purpose and importance of test preparation, as well as to teach parents and/or guardians how to support and prepare their children at home for exams, PS 42 will provide one General Education teacher and two Bilingual educational assistants to facilitate parent workshops during the PS 42 Saturday Academy.

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

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
													L

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)	3	7	4	6	3	4								27
Intermediate(I)	0	4	5	8	6	3								26
Advanced (A)	8	0	5	5	14	7								39
Total	11	11	14	19	23	14	0	0	0	0	0	0	0	92

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4	9	7	1	0	17
5	3	3	1		7
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1						3
4	4		5		7		1		17
5	0		6	1	3		6		16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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.

1. To assess early literacy skills of our ELLs Fountas & Pinnell and ECLAS-2. This provides us with data relating to phonetic awareness, sight words, reading accuracy, reading fluency, listening and reading comprehension, and speaking and writing skills. This informs our instructional plan by enabling teachers to instruct students according to listening, speaking, reading, writing and phonemic awareness skills.

2. We have approximately 12-14 ELL students per grade. In 2011, only five students scored proficiency. In 2010, nine students earned a score of proficient on the NYSESLAT. Students who scored proficient had been receiving ESL services for 2-5 years. This exit rate, within 2-5 years, has been consistent for the previous two years.

The majority of ELLs can be found in the third grade and fourth grade, followed by Second Grade and First Grade. Of the 87 ELLs, fifteen arrived to the United States of America at the beginning of the 2011-2012 School Year and speak no English. The majority of students who scored a beginning level on the 2011 NYSESLAT or the 2011 LAB-R, can be found in Kindergarten, First and Third Grades. The majority of ELLs in Second Grade either scored Advanced or Intermediate. The majority of ELLs in Fourth and Fifth Grade scored Advanced.

3. The NYSESLAT and LAB-R data consistently show lower scale scores in Reading and Writing indicating more instructional time needs to be devoted to reading on grade level, more writing skills, and academic language/vocabulary. The ELL Periodic Assessments will be shared with teachers and monitored. The trends in the NYSESLAT is that in the K-1 band students tend to score Beginning and Intermediate levels. There no Advanced levels. In the 2-4 band the students tend to score more in the Intermediate and Advanced levels. There are less students in the beginning levels in 2-4 band. When students go take the grade 5-6 band the levels tend to be mostly at the Advanced level. Many students also score proficiency in listening and speaking but not in reading and writing.

5. N/A

6. The success of our ELL program is evaluated based on running record growth, ECLAS-2 growth, periodic and actual NYESLAT, and NYS ELA scores.

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.

School Name: PS 42

School DBN: 09X042

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 400 **Network:** 401

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Ms. Matos	DBN: 09x042
Cluster Leader: Chris Groll	Network Leader: Roxan Marks
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 85
Grades to be served by this program (check all that apply): <input type="checkbox"/> 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 2
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to supplement the core ESL push-in instructional program, we will provide an additional instructional program for ELL students in grades one through five targeting test preparation for the 2013 NYSESLAT, the 2013 NYS ELA, and the 2013 NYS Math. The rationale that supports the need for this instructional program is supported by the 2012 NYSESLAT, LAB-R and ELA data. Twelve students tested out of ESL in 2012; we did not make AMAO2. In order to ensure newcomers (those who have been receiving services for 0-3 years and are approaching the English proficiency level on the NYSESLAT) reach proficiency within three years; and to ensure Long-Term ELLs (those who have been receiving services for four or more years) score proficient on the 2013 NYSESLAT, we will offer ESL support during a Saturday Academy Program in which our goal will be to ensure students are able to review content objectives, language objectives, the test format and test-taking strategies. A second goal is to ensure our ELL students in grades one through five increase at least by one proficiency level on the NYSESLAT. Overall, the Saturday Academy will aim to address the development of oral language, listening, reading and writing skills and test sophistication strategies for students in grades 1-5. Additionally, for the remainder of the time all instruction will be dedicated to developing writing skills.

The language of instruction will be English and the focus will be ELA. Two ESL certified teachers will support five common-branch-classroom teacher (grades 1-5) instruction using ESL strategies that will scaffold the units and lessons in standards-based test preparation book. Both ESL teachers will provide this support through a push-in model of instruction/support to provide English language development to ELLs. Grades one and two will receive 1 1/2 hours and grades 3,4 and 5 will receive one hour of instructional support by a certified ESL teacher. These standards-based test preparation books will be purchased for use as the core instructional tool for the ELA and NYSESLAT test preparation in the PS 42 Academy. Aside from test preparation books, books will be purchased to increase academic vocabulary to supplement these test preparation lesson. ESL students in each grade (1st and 2nd) will receive approximately 450 minutes of additional ELA-ESL instruction (90 minutes each week times 5 weeks) through the Saturday Academy program (five sessions during the months of March and April); ESL students in each grade (3rd-4th-5th) will receive approximately 300 minutes of Literacy-ESL instruction through the Saturday Academy program (60 minutes each week times five sessions during the months of March and April). Saturday Academy instructional times will be 8:30 am to 11:30 am. As participation in Saturday Academy is voluntary, the total projected # of participants is projected to be 65 ELL students. All grades 1-5 ESL students will be invited to attend. The number of ESL students in each class should not exceed fifteen.

The After-school program will take place in April and May for a total of 10 sessions, twice weekly for 5 weeks. Students will participate in 90 minutes of NYSESLAT test prep activities provided by 2 certified ESL

Part B: Direct Instruction Supplemental Program Information

teachers.

In order to facilitate student scoring at Proficient Level in both subsections of the NYSESLAT test, both ESL providers will identify students advanced in one subsection and proficient in the other. The identified students will receive additional instructional minutes during extended day in the area of deficiency during extended day hours.

Part C: Professional Development

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

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

Begin description here: It is imperative to student success, that common branch teachers of general education classrooms are capable of delivering instruction to ESL students using proven ESL strategies as well as "best practices" strategies. To that end, funding will be used by the school will provide eight-two-hour-per-session staff development opportunities (9/5/12 -Language Objectives for classroom teachers and compliance for two ESL teachers; 9/24/2012-Understanding Data and AMAO; 10/22/12--Language Objectives Follow-up; 12/10/12--Data Driven Instruction and Inquiry Team; 1/14/13--Balancing Reading and Language; 2/11/13--ELL shadowing; 3/4/13--Listening and Speaking in CCLS; 5/20/13--Wrap Up the Year and Reflection) to six classroom teachers and 2 ESL teachers. The rationale for the professional development is supported by the ELA and NYSESLAT data. Classroom teachers attending a professional development sessions will review differentiation for ELL students within the four modalities for ELL students (listening, speaking, reading, and writing). Teachers will create lesson plans with ESL strategies to scaffold the units and lessons in the delivery of instruction. In addition, our instructional staff will be immersed in second language acquisition methods and strategies. For this reason, we will use the expertise of our ESL teachers to do on-site professional development in the field of language learning and acquisition. Professional Development will be provided by Sara Martinez of Fordham University including facilitating Inquiry Work with both common branch ESL classroom teachers and two ESL certificate teachers. Additionally, each of the five classroom teachers and both ESL providers will attend a minimum of one professional development session offered through the NYCDOE and /or Fordham. Each teacher will "turn-key" learning from attended professional development to teachers not attending a particular professional development opportunity.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: In order to educate parents and/or guardians of ELLs on the purpose and importance of test preparation, as well as to teach parents and/or guardians how to support and prepare their children at home for exams, PS 42 will provide a 90-minutes after-school parent workshop. This will be conducted by certified ESL pedagogues. Additional translation services will be provided by bi-lingual educational assistants and/or parent coordinator.

The workshop will be held after-school from 4:00 to 5:30 pm on March 12th, 2013. Ninety minutes will be devoted to teaching parents and/or guardians modified instructional strategies that parent and/or guardians can use at home; how to create schedules that support study habits and environments that are conducive to studying; how to incorporate short periods of quality study when family priorities and events arise. During the 90 minutes, parents and/or guardians will be given opportunities to develop materials needed for home study. Therefore, in order to implement these workshops, the following supplies will be needed: pencils, paper, notebooks, folders, and copy paper.

Parents will be notified of these activities via letters and flyers, and phone calls will also be placed to remind them of this workshop.

Additionally, bi-lingual staff members (teachers, educational assistants, school aides, parent coordinator) will be available at both Parent-Teacher Conferences for translation services between parents and teachers. Bi-lingual staff members will also be available for translation services for communication between parents and teachers at other times as necessary.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$0

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