



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 42M  
**DBN (i.e. 01M001):** 02M042  
**Principal:** ROSA CASIELLO O'DAY  
**Principal Email:** RCASIEL@SCHOOLS.NYC.GOV  
**Superintendent:** MARIANO GUZMAN  
**Network Leader:** DAN FEIGELSON

### 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rosa Casiello O'Day	*Principal or Designee	
Allen Ng	*UFT Chapter Leader or Designee	
Sally Phoong	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ho Shun Au Yeung	Member/ Parent	
LaToya Carter	Member/ Parentt	
Shu Xian Yang	Member/ Parentt	
Bobbie Haliburten	Member/ Parentt	
Olga Lipsky	Member/ Teacher	
Mary Yee	Member/ Teacher	
May Wong Lee	Member/ Assistant Principal	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, more than 50% of the students will show at least one year's growth on the ELA and/or DRA, and at least one third will show up to 1 1/2 year's growth, with more than 50% of the students in the lowest third of school performance moving up to the second third.

### **Comprehensive Needs Assessment**

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

The School Leadership Team looked at the data-results on the standardized tests i.e. the ELA; results of the DRA and periodic assessments and reviewed findings of the school's Inquiry Teams, Pupil Personnel Team and Academic Intervention Team. We determined that, while our school is showing both general performance and individual student progress worthy of an A rating, we need to ensure sustainability of school performance and student growth and need to ensure the progress of a (small) percentage of students who are not meeting the standards and/or not showing sufficient gains.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

At the onset of the school year and throughout the year, all teachers will continue toward full compliance with Teacher Team Time/Inquiry Team work in order to review data, monitor progress of students and plan instruction and intervention. Identify students in need of support, including students with special needs, early grades, ELL's, reluctant learners and provide appropriate instruction and services in the classrooms and through special programs and best practices, i.e. integrated learning, inquiry and project-based activities, early intervention from (Reading Recovery) and push-in and pull-out support. Funding sources include Title I School Wide Projects, TL Fair Student Funding, TL Summer School (Shared), Contract For Excellence.

#### **B. Key personnel and other resources used to implement each strategy/activity**

Early intervention and Academic Intervention Teachers, Teacher Mentors, Outside Collaborators, i.e. C.B.O.'s, Cultural Institutions. Ensure that all classrooms will be equipped with computers and programs for accessing data. Effectively identify students in need of academic intervention and provide said intervention through extended day programs, push-in/pull-out, team teaching and early intervention i.e. Reading Recovery, educational assistants and reduced ratio of student to teachers.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Through TTT/IT work, consultation with the UFT Chapter Leader and Committee, Instructional Leadership Team, MOSL Committee and Coaches, grade committees and formal and informal meetings with teachers, we will plan professional development which supports the faculty in accessing and using data, including results on the DRA, ELA and NYSESLAT and student work samples and observation of classroom performance which gives teachers the opportunity to inform decisions regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities by December of 2013 and in personal, professional growth, as well as in the refinement of general teaching practices aligned with implementation of Core Curriculum/Standards.

#### **D. Timeline for implementation and completion including start and end dates**

By January, identify students in need of additional support and provide said intervention through extended day, weekend and holiday recess programs. Academic Intervention programs will continue to the end of the year. Extended time for support toward standards for State Test will continue until testing period.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Provide academic intervention in extended school time and through scheduled time during the day with assigned specialty, academic intervention teacher. By June, 2014 targeted students will meet performance goals. Provide workshops to familiarize parents with data reports on the school and on their children and with Core Curriculum/Standards, as well as with ways in which they can enhance their ability to serve as teaching partners. Staff will participate in professional development

activities, including intervisitations and lesson study with critical feedback. We will work with collaborators/partners, i.e. *Studio-in-a-School, the Guggenheim, Midori and Friends, Chen Dancers, Architecture Foundation, Dancing Classrooms, Theatreworks, NY Historical Society, Faces of Wonder, etc.*

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Parents will be engaged in activities that familiarize them with accessing data on their children and the school. Workshops will be provided to familiarize parents with the curriculum and with strategies for supporting their children at home. Opportunities will be provided for parents to meet with staff in order to have input and collaboratively plan for success.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, English Language Learners will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at levels 3 and 4 on the NYS ELA assessment at a level that indicates at one year’s growth on the DRA.

**Comprehensive Needs Assessment**

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

Data, including results from the LAB R, NYSESLAT, NYS ELA, DRA, and the Progress Report and data from Teacher Team Time/Inquiry Team work reveals that despite the successes achieved by our school in general, work toward sustainability and towards supporting students who have been identified as not making sufficient gains so that they may achieve standards. More specifically, while 4<sup>th</sup> grade ELL’s showed progress on the DRA and other local means of assessment, none achieved a level of 3 or 4 on the ELA and about 39% of our 5<sup>th</sup> graders achieved a level of 3 or 4 on the ELA.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Means of identifying students, some of the services which will be provided, including specific organizational, staffing and extended day programs are addressed in detail in the school’s Language Application Policy and Title III Plan. We will provide cultural experiences that foster integrated teaching/learning, facilitate understanding and language development and increase parental involvement in keeping with research that informs best practice and effective programs for ELL’s) theatre arts, collaborations with museums and other institutes for content-based/in-depth studies. Provide interactive, authentic and multisensory learning environments that facilitate understanding and language development. Increase the number of English level and age level books and materials in the classroom.

**B. Key personnel and other resources used to implement each strategy/activity**

1. We will provide additional staff to support ELL’s and reduce the ratio of students to teacher i.e., additional Bilingual classes, ICT Bilingual and/or ESL classes, and Push in-Pull out Teachers for ESL or Native Language support and provide special programs i.e. after school. Funding sources will include Title III and TL Fair Student Funding and Title I School Wide Projects.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

At the onset of the school year, Teacher Teams and the MOSL Committee will focus onto the instruction of English Language Learners. Their work will include targeting students for intervention and support, planning effective instruction and informing decisions regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

**D. Timeline for implementation and completion including start and end dates**

Special programs will commence by October and continue throughout the year. (*Studio-in-a-School, the Guggenheim, Midori and Friends, Chen Dancers, Architecture Foundation, Dancing Classrooms, Theatreworks, NY Historical Society, Faces of Wonder, etc.*) By June, 2014 targeted ELL’s will meet performance goals.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. *Provide special support services through licensed/accredited personnel in push-in/pull-out models or in extended day program funded through Title III. Interdisciplinary, activities that use special strategies and materials will be provided. We will make us of collaborators/ partners i.e. Studio-in-a-School, the Guggenheim, Midori and Friends, Chen Dancers, Architecture Foundation, Dancing Classrooms, Theatreworks, NY Historical Society, Faces of Wonder, etc.*

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Ensure participation of families in experiential activities and events, inside and outside of the classroom.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014 all classrooms will reflect inquiry-based, project-oriented and differentiated instruction, in accordance with assessed needs, abilities/strengths and interests and in accordance with Common Core Curriculum.

**Comprehensive Needs Assessment**

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

Review of the School’s Progress Report, parent, faculty and student information from surveys, feedback from Teacher Teams/Inquiry Teams, classroom inventories, and educational research reveal that in order to help all students become motivated, meet State Standards and for the school to support every student and achieve implementation of the Core Curriculum/Standards, we must engage in assessment-driven, inquiry-based and differentiated instruction.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

From the onset of the school year, teachers will conduct assessment and planning for differentiation. Inquiry-based, project-oriented activities and differentiated instruction will commence at the onset of the school year and continue throughout the year. Activities will reflect strengths, interests and needs of students. Students will be engaged in organized activities for student leadership. Student “Teams” will have input on decisions regarding instructional programs, goal-setting, school environment and nutrition and which will serve to help students make connections and engage in problem-solving and life-related/authentic learning.

**B. Key personnel and other resources used to implement each strategy/activity**

Coaches, mentors and administration will collaborate with staff in setting instructional goals. Funding sources include TL Fair Student Funding, TL Citywide Instructional Expectations.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

The MOSL Committee, Lead Instructional Team, Teacher Leaders, faculty and administration will engage in goal setting and planning of professional development. The Principal, Assistant Principal and Coaches and faculty will visit classrooms regularly to monitor success in differentiated instruction and provide feedback. By October of 2014 The School Leadership Team, Parent Advisory Committees and Teacher Teams will review the strengths, successes and needs of our students and of our school and make informed decisions regarding programs and materials that engage students in rich, project and collaborative process-oriented curriculum and develop student-centered, interactive learning environments which stimulate inquiry, understanding and student ownership. Teacher groups, Administration and Mentors will use assessments to evaluate the effectiveness of programs, strategies and activities.

**D. Timeline for implementation and completion including start and end dates**

From the onset of the school year and throughout the year, all teachers will engage in activities that help them include students in setting individual and classroom goals.

October 2014, all classrooms will reflect inquiry-conducive, student-centered, multi-interest teaching and learning. By mid-year, classrooms will evidence individual and group, inquiry-based and projected oriented work.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. Professional activities to include study groups, inter-visitations, lesson study and consultations and collaborations with specialists and institutions will be provided. Scheduling will support these activities and the students' work toward achieving performance goals.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

See PIP on page 15-17

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 1.

<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***Strategies to Increase Parental Involvement***  
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***  
 Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #5**

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

***Annual Goal #5***  
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***Comprehensive Needs Assessment***  
 Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

***Instructional Strategies/Activities***  
 Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***Strategies to Increase Parental Involvement***  
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***  
 Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	188 students/interactive writing, repeated reading partners	Small group, one-on-one, peer tutoring, ais teacher	Extended day before school, during school and after school
<b>Mathematics</b>	93 students/Math strings for fluency, turn and talk to explain solutions	small group, one-on-one, peer tutoring, ais teacher	Extended day before school, during school and after school
<b>Science</b>	Interactive studies, group research	Small group	Extended day before school, during school and after school
<b>Social Studies</b>	Role play, use of visual aid and technology	Small group	Extended day before school, during school and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	50 students play therapy, role play, letter or journal writing, art therapy	Small group, one-on-one	Extended day before school, during school

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Highly qualified teachers are grown within the school in as they are provided with professional development activities both within the school and institutions of learning so that acquire the credentials and licensure to fill positions as needed. In addition, vacancy circulars are drawn up and posted to meet the specific needs of students. Active communication is with the networks human resource support staff helps find and recruit personnel. Also the schools avails itself of the open-market to fill vacancies and recruit personnel. Portions of the school budget are used to support the training of personnel, including at universities and other institutions.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Monthly faculty conferences, grade conferences and workshops are focused on providing high quality professional development for teachers, educational assistants and other staff and school leaders. Teachers work with DOE approved consultants and in-house coaches for literacy and math in order to meet CCSS and to drive the goals of our CEP including inquiry-based learning and differentiation of instruction. Faculty meets at least once a week during Teacher Team Time to engage in discussion, review of student assessments, lesson study and planning. Teachers engage in intervisitations with critical feedback. School leaders conduct regular observations with critical feedback. Teachers participate in weekly, lunchtime study groups with professional literature and/or literacy circles that model strategies for use in classrooms. Teachers attend workshops at institutes i.e. Lower East Side Tenement Museum. The school has partnerships with institutes, such Center for Architecture Foundation and the Guggenheim Museum, which provide residents/instructors who engage students in learning activities aligned to CCSS and which provide professional development for teachers. Teachers attend universities to further their ability to deliver quality instruction and meet student needs, i.e. complete coursework for license extensions and additional certification. When funding permits, the school helps defray costs of their education. Teachers and school leaders conduct intervisitations with other schools and attend citywide and network workshops and conferences.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Universal Pre K state funds are used to help ensure proper staffing, including teachers, educational assistants and a family assistant, supplies and materials for instruction and for intergenerational programs with families including cultural events and activities, workshops, excursions, i.e. to museums and the theater. Workshops provided include topics that reflect parental needs and interests. The coordination of Federal, State and Local funds ensure services for students in temporary housing through providers such as counselors.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The school engages in collaborations with community based organization's and other pre-school programs, which include school visits, orientations, and joint planning and professional development and alignment of curriculum and sharing of records and intervention services, i.e. evaluations and recommendation for services.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
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The school has Instructional Teams, such as the Measures of Student Learning Team, made up of teachers, UFT Leader and School Leaders, who reflect CCSS, and teacher input and who make decisions regarding the selection of appropriate multiple assessment measures, attend meetings and workshops provided by the network and the DOE, share with colleagues and help inform professional development and activities and means to improve instruction. Such input and decision-making is also part of discussions by the schools Pupil Personnel/Intervisitation Team and the School Leadership Team, which also includes parents.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>042</b>
School Name <b>Benjamin Altman School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Rosa Casiello O'Day</b>	Assistant Principal <b>May Wong Lee</b>
Coach <b>Adriana LaRaja</b>	Coach <b>type here</b>
ESL Teacher <b>Bil/Chinese Kevin Zeng</b>	Guidance Counselor <b>Rachel Yip Leung</b>
Teacher/Subject Area <b>Shuk Wong, ESL</b>	Parent <b>Sally Phoong, PTA President</b>
Teacher/Subject Area <b>Rowena Li, ICT Bil. Chinese</b>	Parent Coordinator <b>Mary Chan</b>
Related Service Provider <b>May Chan, Bil. Ch. Speech</b>	Other <b>Linda Eng York</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Hui Ling Chen, ICT Bil. Ch.</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>12</b>	Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>12</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>5</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>756</b>	Total number of ELLs	<b>238</b>	ELLs as share of total student population (%)	<b>31.48%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	2	1	1	3	2	5								14
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained	1	2	1	1	1	1								7
SELECT ONE				3	1	1								5
<b>Total</b>	3	3	2	7	4	7	0	0	0	0	0	0	0	26

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	238	Newcomers (ELLs receiving service 0-3 years)	216	ELL Students with Disabilities	29
SIFE	0	ELLs receiving service 4-6 years	22	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	99	0	16	7	0	6				106
Dual Language	0	0	0	0	0	0				0
ESL	117	0	4	15	0	3				132
Total	216	0	20	22	0	9	0	0	0	238

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE	40	21	16	10	5	14								106
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>40</b>	<b>21</b>	<b>16</b>	<b>10</b>	<b>5</b>	<b>14</b>	<b>0</b>	<b>106</b>						

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	1								1
Chinese	17	48	10	33	14	9								131
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	17	48	10	33	14	10	0	0	0	0	0	0	0	132

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	56	17	6	10	6	10								105

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	15	7	11	6	4								44
Advanced (A)	0	37	13	22	7	10								89
Total	57	69	26	43	19	24	0	0	0	0	0	0	0	238

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	40	17	7	5	8	13							
	I	17	14	7	5	2	3							
	A	0	38	6	24	4	2							
	P	0	0	6	5	5	6							
READING/ WRITING	B	57	50	16	5	10	17							
	I	0	19	5	10	7	2							
	A	0	0	4	5	2	4							
	P	0	0	1	19	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4	12	2	0	0	
5	6	7	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4	2	1	4	1	5	1	1	0	
5	5	0	3	2	2	2	0	1	
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	4	0	9	0	3	1	
8									
NYSAA Bilingual (SWD)									

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 Foreign Language				
Government				
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	6	4	2	1				

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Assessment tools used to assess early literacy skills of Ell's include Fountas and Pinnel, DRA and Reading Recovery Early Intervention screening. Data from these tools reveal Reading levels as well as ability and proficiency in different aspects of reading and writing , including vocabulary, literal and inferential comprehension. This data helps inform the school's instructional plan including organization of students, planning of lessons and collaborations and in determining staffing, including mentorship and professional development and activities of professional development and activities of parental involvement and support.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across proficiency levels, (on the LAB-R and NYSESLAT) and grades reveal an increase in student performance in Speaking Parts. Students still require additional support in Reading and Writing Parts.Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Examination of student results reveal greater success with literal comprehension, except where there is greater use of challenging, content-based bacobulary or giures of speech. Upper grade ELL's who are newcomers fare better in tests taken in native language as ooposed to in ESL. Upper grade ELL's who have been in the English Language School System at least 2 years fare better on tests taken in English.Paste response to question here:

4. For each program, answer the following:
  - a. 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?

The school leadership meets regularly with the ELL Coordinator and Teams of Teachers to review and analyze results of the periodic assessment, plan instruction and monitor progress. Results have informed us that across all grades, ELL's need more support in comprehension of context-imbedded language; cllougal expressions, sentence structure, vocabulary, etc. Newest arrivals/transitional from 1st and 2nd language need much support in development of receptive language. Students whose background indicates lack of proficiency in the first language generally and third grade students, particularly, have lower levels of performance in the second language, including in reading and writing.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

When a student enters PS 42 for the first time, a Home Language Identification Survey (HLIS) will be completed. Using this information, the ESL teacher/evaluator will begin to uncover the factors that could influence the student's English language learning process, thereby allowing this knowledge to guide and aid in the planning of linguistically responsive instructional choices. Beyond screening and identification for ESL services to support language development, the ELL student will also takes part in RtI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student will receive targeted instructional support to bolster development in this area. This support will be delivered in coordination with language support services.

When reading instruction occurs in a language other than English, the evaluator will use screening instruments in the language of instruction in addition to English. The evaluator will provide students with multiple ways to show what they are understanding and learning (oral, written, role play, drawing)

The RtI team along with the teachers of ELL will plan with their grades rigorous and evidence- based curriculum, including English language development for ELLs. Weekly planning time will be allotted for teachers of ELLs to meet with different members of the RtI team and the literacy coach to continually assess the progress of the ELL students. Using the recommendations in the RtI guidelines the students that demonstrate a need for more targeted and intensive academic support will receive Tier II instructional support. The teachers will continue planning with the necessary RtI team members to provide extra attention, activities, and experience targeted to specific students, in addition to core instruction. When it is determined that a student is in need of more support, the teacher will begin to deliver Tier II intervention. The student will receive extra attention through but not limited to peer tutoring, small group instruction with ESL licensed teacher. The students will be provided with activities and experiences derived from assessments. This will include but not limited to small group instruction with an ELL specialist (push in/pull out) and or peer

tutoring. If the student demonstrates persistent difficulties and challenges the team will meet and through data gathered through assessments begin Tier III intervention for the student. Tier III intervention will be in the form of intensive and individualized instruction which will be provided by teacher, reading specialist, licensed ESL teacher, SETTS teacher(at risk) and if necessary, guidance counselor (at risk). If the student continues to demonstrate difficulties despite TIER III intervention the RtI team will meet to reassess data gather through the intervention services to determine if a a comprehensive, multidisciplinary evaluation should be conducted to determine if the student requires special education services

6. How do you make sure that a child's second language development is considered in instructional decisions?  
All faculty, including content/specialty area teachers participate in professional development activities and are provided with resources to best support ELL's. Best practices/research-based instructional approaches and strategies include engagement of students in experimental learning; integrated curriculum and inquiry based learning with documentation, scaffolding and schema-building. All conducive to the development of English language skills. Information on the child's educational history/background is shared and used to inform teaching, including to provide enrichment or intervention.
7. 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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Success of our programs for ELL's is determined by results on the aforementioned assessments, state test for ELLs, state tests in ELA, Math and Science, classroom observations, examination of student performance, as seen in observations and work samples and surveys of faculty and parents.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When students are first enrolled, trained personnel who speak English as well as Chinese and Spanish conduct intake, initially through an informal assessment which includes questions regarding home language and prior schooling. Parents are provided with the Home Language Identification Survey in English and in the native language of the parents, which the parents complete and submit to the school personnel. School staff (Licensed Pedagogue) used the HLIS to determine the language(s) of the home and student. Then the child is administered the Language Assessment Battery-Revised (LAB-R) to establish English proficiency level.  
Where results of the LAB-R indicate that a child is an English Language Learner, but dominant in Spanish, then the Spanish LAB is administered to determine language dominance. Children identified as eligible for administration of the LAB-R are given the assessment and the assessments will be scored within 10 days.  
The ELL coordinator, which is licensed in ESL and Bilingual Chinese, and has participated in workshops and professional development regarding services to ELLs, will oversee the intake process.  
In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency and whether or not the student continues to qualify for ELL services.
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.  
Those students who score at or below proficiency on the LAB-R are identified as eligible for mandated services. Parents are notified of their children's eligibility(or non-eligibility) and provided with information both verbally and in writing i.e. Entitlement

and Non-Entitlement Letter, regarding the different options they have and placement services are provided for students in keeping with the informed parent's choice.

Structures are in place at the school to ensure that all program choices, including programs available at other schools (particularly the closest possible) i.e. bilingual Spanish, because numbers of Spanish-speaking ELL's at our school are, on average, approximately 0 to 2.

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

Our school ensures that entitlement letters, Parent Survey, and program Selection forms are distributed at the beginning of the year including at the orientation along with information packers. They are collected by the ELL Coordinator and Parent Coordinator. The Parent Coordinator uses the survey portion of the notification to ensure outreach and communication with ELL parents and that this communication is timely. The ELL Coordinator and the Parent Coordinator complete the Assurance checklist, which along with Parent Survey and program Selection Forms as well as other paperwork on ELL's are filed in the main office of the school and are accessible at all personnel who are involved in serving ELL's. If a form is not returned, the parent Coordinator, ELL Coordinator or Family Worker follow up and contact is made to secure the form. If a form is not secured, the default program is Transitional Bilingual Education.

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.

While placement of students reflects parental input, the criteria used for placement of identified ELL's is as follows. The LAB-R is administered at initial enrollment and the NYSESLAT is given each testing period until a student scores at or above proficiency level. Generally, Non-English speaker or emerging English speakers are placed in Transitional Bilingual Chinese classes.

Children who are communicative but not yet proficient in English i.e. intermediate or advanced are placed in Freestanding ESL classes. The Bilingual Chinese Push-In/Push-Out teacher provides ESL, Native Language Arts and content area instruction in the native language. The ESL Push-In/Pull-Out teacher provides ESL instruction. Bilingual Chinese Teachers provide Push-in/Pull-Out instruction in ESL, as well as academic intervention in ESL or Bilingual Chinese to targeted groups. In addition, ELL's who have special needs receive services through our bilingual Chinese or Bilingual Spanish SETTS teacher as well as from our Bilingual Service Providers i.e. Speech, Hearing and O.T. We also have 1 self contained Bilingual Chinese early childhood class.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The Parent Coordinator, ELL Coordinator, Principal and Assistant Principal use the Assurance Checklist at the beginning of the year and throughout the year to ensure adherence to mandates, information to parents and delivery of services to ELL's. Each spring ELL's are retested with the NYSESLAT. Parents are notified (in their native language) of NYSESLAT outcomes and program eligibility before the beginning of the next school year (through the Entitlement or Non-Entitlement letter). ELL's that continue to score below English proficiency continue to be entitled to ELL services. ELL's scoring at or above proficiency level are transitioned into Monolingual English classes but continue to receive bilingual or ESL support for up to a year. Students are in bilingual classes who have scored at or above proficiency level and whose parents wish them to remain in bilingual classes may do so depending on availability.

6. 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.) 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](#)

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is as follows: Close to 50% of the parents request ESL, i.e. in 2011-2012 the ratio was approximately 145 out of 297; in 2012-2013 about 115 out of 232. More specifically, the majority of parents of non-English ELL's opt for bilingual education. Most parents of students with beginning levels of English proficiency, which include in reading and writing opt for Bilingual instructional programs.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- 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])?

Staff is organized according to identified levels of students and provided with data on the students as well as information regarding instruction services required for those students. Mandated instructional minutes in ELA, ESL and NLA are provided through Bilingual and Free-Standing ESL classes, Push-In/Pull-Out programs, ESL and ELA through specialty area programs and team-Teaching on grade.

This year, our school has hired three new teachers - all certified ESL. We have served ELL's through a variety of means as described in this document. Additional support is provided by Chinese and Spanish Bilingual educational assistants, student teachers and America Reads and Counts University students. Every effort is being made to recruit and hire additional Bilingual Chinese and/or ESL Certified Teachers for next year.

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)?

Determinations regarding the number of instruction minutes in ESL (specifically), NLA, ELA and content area instruction in native language are made according to mandates of NYS CR Part 154. Instructional approaches used include balanced literacy, inquiry-based instruction, English Language Approach, Total Physical Response, Readers and Writers Workshop in English or in Native Language as based on the needs of the student, center-oriented and experiential learning and integrated learning.

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 foster language development and meet the demands of the Common Core Learning Standards.

Differentiation of ELL subgroups is provided through organization models and approaches described above as well as through cooperative and group individualized project-oriented instruction. In addition to results of LAB-R, NYSESLAT and state tests, local assessments such as the DRA as well as school, grade and class assessments are administered. Work samples and student

performance are studied by faculty as individuals, as a grade and on School Inquiry Teams to plan differentiated instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Throughout the year, the LAP team, the PPT team and classroom teachers meet to evaluate and review all services provided to the ELLs to ensure that there is progress made.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Students who are in the SIFE group are assessed individually, formally and informally, and instructional programs are provided according to assessed needs include Bilingual Chinese class. Free-standing ESL class, Push-In/Pull-Out Native Language, Academic Intervention ESL, NLA and ELA, Team-Teaching on Grade and Extended School day Programs in ESL, ELA and content area i.e. Math.ELL's in US schools less than 3 years primarily receive Bilingual Chinese instruction in NLA, content area instruction in Bilingual Chinese classes, or through Push-In/Pull-Out, Academic Intervention, Grade Team-Teaching or Extended Day Programs in which a specific focus for students who have been in the English Language School System at least one year and who must take the ELA will be in English Language Arts. The dominant instructional plan for ELL's receiving service for 4 to 6 years in ESL and ELA; students who are identified as requiring additional support will receive academic intervention during the school day as well as in extended day. The dominant instructional plan for Long-Term ELL's, those who have completed 6 years, is ELA with techniques that support ELL's.

7. 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?

In the classrooms there are grade and age appropriate trade books, periodicals, and libraries in both English and native language that facilitate the balanced literacy program. Fiction and non-fiction books are connected to the integrated curriculum and common core curriculum. Materials also include read along books and cds, interactive computer software and tablets that facilitate and support ELLs. Learning centers have manipulatives and realia that facilitate inquiry, oral interaction, and writing across curriculum. The RtI team whose members include a licensed Chinese bilingual iep teacher and the ELL coordinator, who is ESL and Bilingual licensed, ensures that all ELLs whose IEP mandates bilingual instruction receive appropriate programs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL's identified as having special needs are provided with Bilingual self-contained classes, Bilingual Integrated Collaborative Teaching Classes, Chinese and Spanish Bilingual SETTS teachers, Bilingual Chinese/Special Education Academic Intervention Teacher, Bilingual Chinese and Bilingual Spanish Guidance Counselors and Bilingual Chinese Service Providers.

### 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			
Native Language Arts:	Chinese			
Social Studies:	Chinese			
Math:	Chinese			
Science:	Chinese			

### 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

Art	Chinese			

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

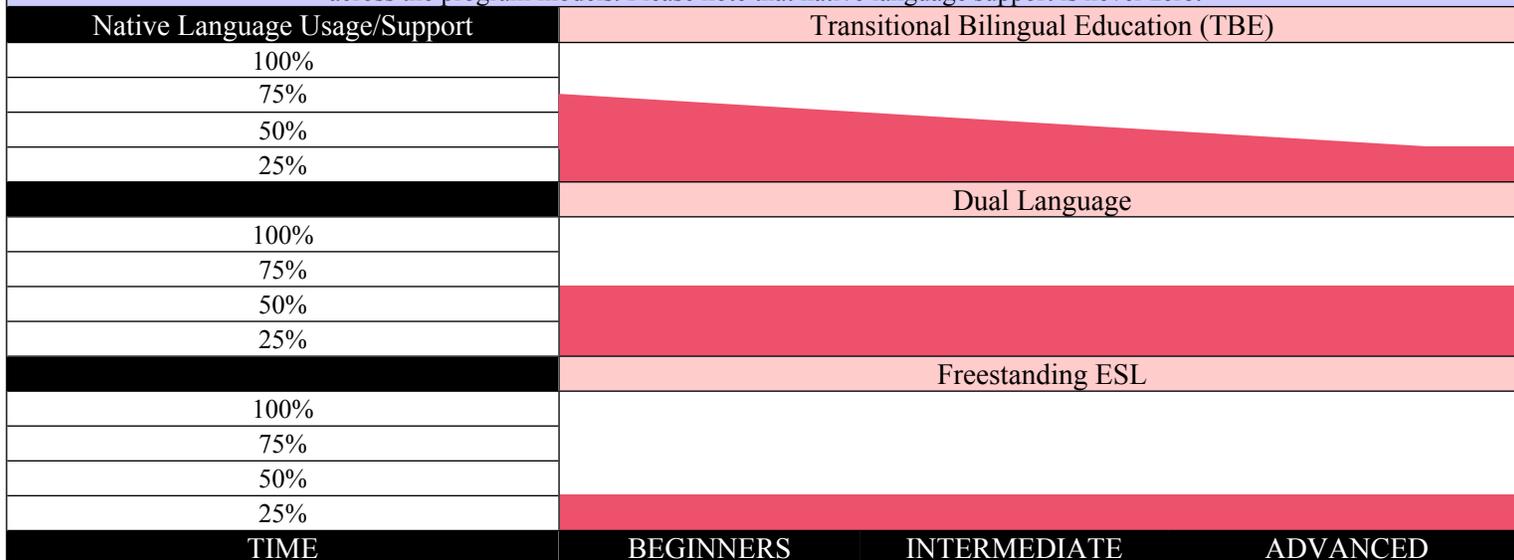
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

native language supports.

**B. Programming and Scheduling Information--Continued**

9. 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.

Targeted Intervention programs for ELL's in ELA, Math and other content areas are provided according to identification of needs, including classification in ELL subgroups and with information provided through Inquiry Team work. ELL's of 0-3 years receive intervention with bilingual support staff with ample use of the native language and ESL. ELL's of 4-6 years receive intervention with ESL techniques, decreasing amount of native language and increasing amount of differentiated support in ELA and content areas. ELL's who have completed 6 years receive intervention with ESL techniques as well as increased and differentiated support in ELA and content areas. Bilingual support is provided when needed. Students who reach proficiency in NYSESLAT receive continuing transitional support for at least 2 years. All instruction reflects techniques, strategies that support second language learners i.e. authentic learning experience excursions, interactive activities, language development through the arts and collaborations with outside agencies. All teachers participate in professional development in teaching ELL's.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program, in which students are engaged in inquiry and authentic learning experiences, is effective in helping them develop oral language, strategies for comprehension and ability to read and write across the curriculum.

ELA- In the third grade 56.6 % of former ELL students scored at or above level. In the fourth grade 41.7% of former ELL students scored at or above level. In the 5th grade 69.7% of former ELL students scored at above level.

Math- More than half of the ELLs taking the State Math scored at or above grade level.

Social Studies- Data gathered from the ELL students' class performance including observation of discussions, oral and written documentation and results of teacher constructed assessments, parental feedback and feedback from middle schools shows the successful of the current Social Studies program..

Science-64% of the ELLs who took the State Science test scored at or above level

The percentage of ELLs making progres this year is 71.9%, considerably than the results of similar schools and schools city-wide.

11. What new programs or improvements will be considered for the upcoming school year?

This year we will have continue our programs of dance, music and theater which will help develop language and cultural appreciation and which will support learning in the content areas. We will increase our collaboration with a local institution, the Chen Dance Group to support both newly arrived ELL's and transitional ELL's in language acquisition and learning in the content areas, including mathematics.

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

Paste response to question here:

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

ELL's are afforded equal access to all school programs through scheduling , and grade/collegial planning. ELL's attend the normal Extended Day Program as well as the supplemental Title III program.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials, including technological equipment and software are provided through normal school budget as well as through grants and Title III funds. These materials include smartboards, document cameras, desktop computers and laptops. All students have access to these materials. They are also used to differentiate instruction to targeted sub-groups of ELL's, as well as in ELA, math and toehr content areas.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language is continually used with all ELL's in decreasing amounts, as determined by careful assessments of students.

While native language is not an intergral part of the ESL self-contained class, Chinese-speaking and Spanish-speaking teachers, as well as native language-speaking specialty area teachers and service providers use native language support for individual students when needed. Required service support and resources correspond to ELL's ages and grade levels.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Transitional Chinese Bilingual, frees standing ESL classes and Push-In/Pull-Out service providers conduct assessments and plan differentiated instruction accordingly; Educational assistants are provided in the early grades for support. A family assistant helps parents be partners for the school. Upper grades students are supported in native language across the curriculum and in greater time with abstractions and independent work. Upper grade students with lower levels of proficiency in English are provided with materials and instruction of high interest level on emergent reading level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Collaborations with community-based organizations provide programs that assist newly enrolled ELL students before the beginning of the school year. Support of this kind is also provided to newly enrolled early childhood students and their families through workshops and referrals. Paste response to question here:

18. What language electives are offered to ELLs?

Students with greater proficiency in Native language are supported through materials and activities that facilitate use of the native language in development of literacy and for learning across the curriculum while transitioning to English proficiency. Children whose parent opted for free standing ESL versus TCB are still given opportunities to access material in the native language for informal/voluntary use.

19. For schools with dual language programs:

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

Paste response to questions here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All ELL personnel attend professional development activity with consultant Renee Dinnerstein, literacy coach Adriana LaRaja, network support leader for ELLs Cai Hua Ng and Principal Rosa Casiello O'Day, ESL and Bilingual education specialist/former monitor for compliance and resource specialist/technical assistant for ELLs at DOE. Professional development happens during faculty conference, Teacher Team Time, weekly grade meetings, bi-monthly study groups across grades and bi monthly Rti & Ppt meetings. At least two faculty conferences will be devoted to the distribution of materials regarding identification and services to ELL students. At least twelve periods will be devoted to supporting ELLs as they engage in the Common Core Learning Standard i.e. study groups will be looking at "SCAFFOLDING LITERACY INSTRUCTION" by Adrian Rodgers and Emily M Rodgers and "WORKING in the REGGIO WAY" A Beginner's Guide for American Teachers by Julianne P. Wurm. Attendance of participants and signatures for all materials distributed will be kept in the office.

Staff, including teachers and the parent coordinator are supported with the school leadership and guidance counselor through regular faculty conference and grade meetings and network support personnel i.e. Middle School Choice Coordinator . The Guidance Counselor and school leaders participate in meetings and professional development activities that address transitions to middle school. School leaders, the Parent Coordinator, faculty and the Guidance Counselor conduct meetings with parents to provide information and support regarding Middle School Choice. Middle school tours are scheduled and opportunities for articulation with middle schools are provided, particularly through the Guidance Counselor and school leaders.

Student Groups focusing on the ELL Student

- Distribution and discussion of professional literature focusing on the ELL student.
- Workshops: Hunter College BETAC, Network Study Groups, DOE, Network 203
- In-school Workshops - Technology
  - Math Leaders
  - Literacy Coaches

provide support and Professional Development in the Specialty areas

- Intervisitations within school and to other schools

- Speakers ex. Network all key people

- Collaborations with Universities

NYU Tesol, NYU Steinhardt

CCNY

CUNY Brooklyn College

SUNY

CUNY Hunter College

- Collaborations with Cultural Institutions

ex. Guggenheim Museum

Museum of Chinese American

Eldridge Street Synagogue

Studio In a School

Midori & Friends

Dancing Classrooms

H.T. Chen Dancers

Lower East Side Tenement

Center for Architecture Foundation

Audubon Society

3.

Support for Staff to assist ELL's in the transition for Middle School.

- Professional Development meeting at District level for staff involvement in the Middle School process.

- Parent Coordinator assists in scheduling visits to schools.

- Staff accompanies parents and students to school visits.
- Translation services are provided in different dialects.
- Intervisitation arranged for teachers to visit target Middle Schools.
- DOE key people invited in to speak to parents, students and staff about Middle School choices.
- Workshops for parents to help them become familiar with technology to access information about their children and the school.
- Workshop for teachers to assist them in the Middle School process.
- Guidance Counselors and other service providers hold workshops to help parents and students make informed choices, especially our students with special needs.

4.

Professional Development Data

Collaboration with teaching artist/sharing experiences

Grade Meetings - looking/discussing professional literature

Inquiry Team Work - the teaching of ELL's

Faculty Conferences

Per Session Afterschool Workshops -

Math Leaders

Literacy Coaches

Collabration with highly qualified educational constultants such as BETAC

## D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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?

Translation services are provided during all parental involvement activities. School staff i.e. the Parent Coordinator, the Guidance Counselor, the Family Worker, Educational Assistants and teachers are deployed when needed. The staff listed are deployed depending on the Chinese dialect needed for translation services. The Principal and several staff members also provided Spanish translation services. Written communication is provided in all the dominant languages of the family.

1. a) Ongoing orientations and meetings
  - for newly admitted students
  - grade orientations
  - for information regarding language allocation policy and core standards
  - Student assessments and curriculum
- c) Teacher Artist Collaborations with parents
- d) Ongoing technology workshops for parents
- e) Ongoing workshops focusing on needs of ELL Families
  - Health
  - Nutrition
  - Technology
- f) Collaborations and visits to cultural institutions

Translation services are provided during all parental involvement activities. School staff i.e. the Parent Coordinator, the Guidance Counselor, the Family Worker, Educational Assistants and teachers are deployed when needed. The staff listed are deployed depending on the Chinese dialect needed for translation services. The Principal and several staff members also provide Spanish translation services.

2. Cornell University - Nutrition Program for Parents  
University Settlement - English Instruction
  - Early Child
  - Technology Workshops
  - Family Services
- NYU Dental School - Health and Hygiene Workshops
- YMCA - Social Services
- Immigrant Social Services - Social Services
- Chinatown Planning Counsel - Social Services
- NY Downtown Hospital - Screening Services and referrals
- Henry Street Settlement - Early Childhood Development
  - Social Services
  - Family Services
- Studio In a School - Family/Intergenerational Workshops

3. Translation services are provided during all parental involvement activities. School staff i.e. the Parent Coordinator, the Guidance Counselor, the Family Worker, Educational Assistants and teachers are deployed when needed. The staff listed are deployed depending on the Chinese dialect needed for translation services. The Principal and several staff members also provided Spanish translation services. Written communication is provided in all the dominant languages of the family.

Surveys regarding expressed needs and requests of parents for planning workshops and services.

PTA Meetings

School Leadership Teams Meetings

Language Application Policy Team

Parent Coordinator outreach to families and continuous availability to parents.

4. Translation services are provided during all parental involvement activities. School staff i.e. the Parent Coordinator, the Guidance Counselor, the Family Worker, Educational Assistants and teachers are deployed when needed. The staff listed are deployed depending on the Chinese dialect needed for translation services. The Principal and several staff members also provided

Spanish translation services. Written communication is provided in all the dominant languages of the family.

The parent involvement activities are also planned after consultation with PTA Board Members, School Leadership Team, parent Coordinator input, and School Consultation Committees and teachers.

### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosa Casiello O'Day	Principal		11/13/13
May Wong Lee	Assistant Principal		11/13/13
Mary Chan	Parent Coordinator		11/13/13
Kevin Zeng	ESL Teacher		11/13/13
Sally Phoong	Parent		11/13/13
Rowena Li	Teacher/Subject Area		11/13/13
Shuk Wong	Teacher/Subject Area		11/13/13
Adriana LaRaja	Coach		11/13/13
	Coach		
Rachel Yip Leung	Guidance Counselor		11/13/13
Dan Feigelson	Network Leader		11/13/13
Linda Eng York	Other <u>Bil. Span SETTS</u>		11/13/13
Mei Chan	Other <u>Bil. Chinese Speech</u>		11/13/13
Hui Ling Chen	Other <u>Bil. Chinese ICT</u>		11/13/13
Allen Ng	Other <u>Tech/UFT</u>		11/13/13

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **02M042** School Name: **Benjamin Altman School**

Cluster: \_\_\_\_\_ Network: **203**

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

**Part A: Needs Assessment Findings**

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

1. The means used to assess needs in written translation and oral interpretation include but are not limited to review of data obtained from the Home Language Information Survey and DOE Language Preference Letter; the Environmental Survey and the Progress Report; surveys conducted through the school, PTA ; and feedback from the Parent Coordinator and the SLT.

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.

2. The major findings of our school's written translation and oral interpretation needs reveal that the vast majority of our parents are Chinese speaking (of 3 dominant dialects – Mandarin, Cantonese and Fujianese) and non-English speaking. A small percentage of our parents speak English. There is a very small percentage of Spanish-speaking parents, some of whom are communicative in English, some are proficient. One of our Spanish-speaking parents is extremely limited in English but has a spouse who is able to communicate in English. These findings are reported through the faculty, at PTA meetings. Feedback is also provided to the community through the members of the SLT and through our liaisons in the community-based organizations.

## Part B: Strategies and Activities

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

1. All correspondence to parents is provided in English and in the dominant language(s) of the school. Most translations are provided by in-house school staff, such as the Parent Coordinator, the faculty, the Principal (Spanish), the Assistant Principal (Chinese); parent volunteers and community-based organizations (Printing of documents that are voluminous is conducted through an outside vendor).

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.

2. Most oral interpretation services in the school are provided by in-house school staff, parent volunteers and volunteers from the community-based organizations. Oral interpretation services include discussions at PTA meetings, Parent-Teacher Conferences, workshops for parents, i.e. on core curriculum, Assessments, the use of technology to review student data (ARIS), etc.

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>.

3. In keeping with Chancellor's Regulation A-663 written and oral parental notification, translation/interpretation will be provided in the primary languages of the families. Translation and interpretation is provided by staff for all correspondence and communication between the school and the family, including throughout each day – in the administrative office(s), at admission and dismissal, in classrooms and in the medical room. All information or documents provided by the DOE are distributed in a timely manner. As needed, parents are consistently assisted in communicating with the school or other branches of the DOE. For example, a non-English speaking parent who can only write in Chinese will be assisted in obtaining translation to a letter for any branch of the DOE. Signs in the prominent covered languages of the school are conspicuously posted i.e. safety procedures, student and parent rights, including regarding translation, interpretation services and mechanisms for obtaining assistance.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 42	DBN: 02M042
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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: 6
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 2

## 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:

The Title III Program at P.S. 42 will provide a high quality innovative language instruction program which will supplement and support existing programs and services provided by other funding sources. There will be an after- school program that meets twice a week for two hours each session from November to May for approximately 20 weeks. The programs will immerse students in authentic learning experiences which stress oral communication and reading and writing in various genre, particularly in non-fiction. The program will be content area-based and integrated around topics or themes. It will use neighborhood resources, visual arts, performing arts and hands-on activities to deepen understanding of the topics studied during the school day and build vocabulary. It will use a multi-sensory approach in order to facilitate comprehension and promote expression and cooperative learning. It will be child-centered and focused on individual interests, strengths and needs (these needs will be determined by review of results on the LAB for newly admitted students and the NYSESLAT). Differentiation will be more readily achieved because of the small group size-not more than 12 students per class.

There will be six classes – one on each of three levels of English for lower grades, Kgn. to Grade 2 and one on each level of English for Grades 3 & 5. The instruction in English language literacy will be provided by licensed Bilingual Chinese or ESL teachers. They will work in cooperation with a teacher who is trained in Reading Recovery/Early Intervention; and one who is trained in Cultural Arts, particularly in Chinese Art and culture. (All of the specialty area teachers are also Bilingual Chinese.)

The students will be visiting the cultural institutions, and other businesses in the community, such as the Lower East Side Tenement Museum, the Eldridge Street Synagogue, and other museums, the multicultural retail and wholesale stores and distributors and suppliers. They will videotape, take photographs, draw what they observe and conduct interviews.

Parents will participate on neighborhood walks. The teachers will engage the children in discussions focused on what is being observed and heard. Consultants from neighborhood resources and community based organizations such as, BMCC, Circle in a Square, Asia Society and Tenement Museum will present to the classes and teach teachers how to engage students in process and product oriented activities. For example, the early grade students will observe people who are in service to the community or who have businesses in the community and conduct interviews. They will prepare skits and other musical presentations that reflect the different cultures of the community. They will construct alphabet books, photo albums, and informational text of varying genre. They will create skits, puppets and props that dramatize the topics they are learning i.e. – in Kindergarten – the family, in first grade – the community, in 2nd grade – New York. Upper grade students (3 to 5) will also use technology to prepare pictorial documentation, including PowerPoint presentations on CDROMS.

### Part B: Direct Instruction Supplemental Program Information

The program will extend and supplement the core program. For example, our school already works with various community resources. The Title III program will extend and expand that work to include differentiated projects. Our school has collaborations with museums and programs such as Midori and Friends. We will adapt the basic methodology of these programs but extend them to include students who are in all grades and who need the additional support that is in native language, with ESL techniques and to include parent education.

The anticipated outcomes will include observable improvement of student performance in reading and oral and written language as well as problem solving ability and proficiency across the curriculum. There will also be an increase of approximately 2% in the number of students on or above level in the ELA, State Math and the NYSESLAT

### 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:

The core professional development program for teachers/administrators of ELL students at PS 42 consists of 1 part time literacy coach and 1 Teacher/Coach for math who work in classrooms, conduct workshops and study groups, and coordinates intervisitations.

There is also an ELL Compliance and Performance Specialist. Teachers engage in study groups, lesson study intervisitations within the school and off-site, participate in school workshops, planning sessions, and at regional and citywide institutes in teaching literacy, math, social studies and science both during the school day and after school. There are teacher leaders in the school for literacy, math, science and social studies who model best practices and support colleagues. Our school participates in the numerous collaborative for the improvement of teaching and learning, including with universities, such as NYU.

Proposed Professional Development Program

The Title III Program will provide teachers who are serving ELL's the opportunities to learn effective

### **Part C: Professional Development**

teaching practices and strategies that meet children at their linguistic, academic, social, and cultural entry points. Teachers will learn how to use community resources, to engage students in interactive, and challenging learning activities that address the whole, individual child while fostering community. They will learn how to build language through engaging, authentic learning experiences. They will participate in professional development including intervisitations at the school and off site. Teachers will participate in professional development workshops offered by CFN 203, Teachers College and through our collaboration with NYU Steinhardt School. Teachers will engage in study groups, lesson study with teacher trainers and highly qualified educational consultant/staff developers. They will discuss professional literature that will be provided and engage in curriculum development and planning. Substitute teachers will be provided so they can be free for intervisitations.

Description of Parent and Community Participation –Explain how the school will use Title III funds to increase parent and community participation ELLsThe core professional development program for teachers/administrators of ELL students at PS 42 consists of 2 part time literacy coaches and 1 Teacher/Coach for math who work in classrooms, conduct workshops and study groups, and coordinates intervisitations.

There is also an ELL Compliance and Performance Specialist. Teachers engage in study groups, lesson study intervisitations within the school and off-site, participate in school workshops, planning sessions, and at regional and citywide institutes in teaching literacy, math, social studies and science both during the school day and after school. There are teacher leaders in the school for literacy, math, science and social studies who model best practices and support colleagues. Our school participates in the numerous collaborative for the improvement of teaching and learning, including with universities, such as NYU.

### **Part D: Parental Engagement Activities**

**Part D: Parental Engagement Activities**

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

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

Begin description here:

The Title III Program will provide ESL instruction focused on nonfiction and content areas particularly based on the topics being studied by their children. Instruction will be provided by 2 teachers on different levels of proficiency. The approach will now include a focus on engaging all in authentic learning experiences and specific topics of curriculum around which language can be developed and problems can be solved. Parents will see models of read aloud, accountable talk, dramatization and oral and written responses. They will make books and create puppets, props and other realia. With the support of the family worker, parents will participate in workshops and conduct visits that help them use the native language to support literacy at home, as well as engage in activities that develop English language proficiency. Parents will be provided with books, audio tapes, and other 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: \$35792

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

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

Allocation Amount: \$35792

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