

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: AMALIA CASTRO SCHOOL

DBN (*i.e.* 01M001): 01M142

Principal: RHONDA LEVY

Principal Email: RLEVY4@SCHOOLS.NYC.GOV

Superintendent: DANIELLA PHILLIPS

Network Leader: GABRIEL FELDBERG

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
Rhonda Levy	*Principal or Designee	
Leonard Pizza	*UFT Chapter Leader or Designee	
Suzy Aviles	*PA/PTA President or Designated Co-President	
Not Applicable/None	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable/None	CBO Representative, if applicable	
Marisa Chavez	Member/ Parent	
Stuart Pyle	Member/ UFT	
Gloria Collazo	Member/ Parent	
Victoria Bader	Member/ UFT	
Sobeida Gutierrez	Member/ Parent	
Christine McCue	Member/ UFT	
Dru Pena	Member/ Parent	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ Annual Goal▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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 2015, all teachers instructing students with disabilities will implement targeted instructional strategies, resulting in median adjusted growth percentile among students with IEPs of 60 on the statewide English language arts exam.

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.

2014 ELA test data indicate that students with IEPs significantly underscored those without IEPs. While 13.2% of non-SWD students scored a level 3 or 4, only 2.6% of students with disabilities scored at or above grade level (1 student). In addition, 84.6% of students with disabilities scored a level 1 vs. 38.6% of the general education population.

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

Activity #1 - Professional Development:

- Helene Jeffer, Special Education Supervisor, will provide both in-classroom support as well as Professional Development sessions based on observation feedback for special education teachers
- Special Education School Improvement Specialist (SEIS, Donna Dugan) provides in-classroom coaching support on an ongoing basis for teachers in self-contained and ICT classrooms.
- Eight sessions of professional development provided by Goldsmansour and Rutherford. PD audience is intended for a special education teacher and classroom para working with a child who presents specific challenges to their practice. Teacher and para will turnkey training to other ICT teachers and paras.
- Educational Consultant, Renee Dinnerstein will provide professional development in a vocabulary rich, *Reggio Emilia*-inspired Inquiry program for teachers of students in grades Pre-K-3, including those in Self-contained and ICT classrooms.
- Training in intervention programs (e.g., Great Leaps, Read Live) will be provided by the SETSS teacher for teachers, paraprofessionals, student teachers, NYU America Reads volunteers and NYU Stern Business School volunteers to support small group and one-on-one tutoring in all self-contained and ICT classrooms.

Network Literacy Specialist Karina Audiffred will provide a five day cycle of Professional Development and in-classroom instructional coaching in lesson development for special education and ICT teachers for Readers/Writers workshop

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

Principal, Assistant Principal, SETSS teacher as well as outside consultants will provide support via means of observations, professional development and direct coaching.

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

1. School administration will conduct observations and analyze data to determine level of impact on student achievement
2. All teachers of students with disabilities will document student learning. Assessments will be analyzed to track student progress and effectiveness of strategies.

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

1. Sept. 2014 – May 2015

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

1. -Tax Levy/Fair Student Funding monies will be utilized for Educational Consultant Renee Dinnerstein to provide professional development in a vocabulary rich, *Reggio Emilia*-inspired Inquiry program for teachers of students in grades K-3, including those in Self-contained and ICT classrooms.
-Tax Levy monies will provide for the PS 142 SETSS specialist to train paraprofessionals, student teachers, NYU America Reads volunteers and NYU Stern Business School volunteers in intervention programs (e.g. Great Leaps) to support one-on-one tutoring in special education classrooms.
-Network funds will pay for Special Education Specialist, Helene Jeffer
-Network funds will pay for professional development given by Goldmansour and Rutherford

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).

- School will host curriculum meetings by grade to clarify academic expectations
- Parent workshops on Common Core standards
- Upper grade teachers provide workshops on test-taking strategies

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

Network discretionary funds

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 2015, the mathematics skills and conceptual understanding of English language learners will continue to develop, as measured by a median adjusted growth percentile of 60 on the statewide mathematics exam.

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.

NYS Test Data indicate that English Language Learners are significantly lagging behind their English Proficient peers in the area of mathematics, which, by the nature of the subject matter, should be more language-neutral. While 17.2% of English-proficient students scored a Level Three or above on the 2014 state exam, only 6.7% of English Language Learners scored at or above grade level. In addition, while 43.3% of English-proficient students scored Level One, 46.7% of English Language Learners scored at Level One – this represents a narrowing of the difference between the two groups.

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.

1. Strategies/activities that encompass the needs of identified subgroups

Activity #1 - Professional Development:

- Assistant Principal Jaime Szymanski will participate in a study group for administrators given by Lucy West and Toni Cameron. Skills learned during this professional development will be turn-keyed to principal and used in classroom observations
- Houghton Mifflin will provide a mathematics expert/consultant in Singapore Mathematics (Math in Focus) who will provide for all grades:
 1. Guided development of lessons
 2. Classroom modeling of a lesson
 3. Reflection and refinement of the implementation of the lesson
 4. Classroom modeling of a refined lesson
 5. Align units and lessons with the Mathematics Common Core
- Marshall Cavendish will provide Singapore Math training days to 1-3 teachers, including the ELL teacher who will turnkey the training at afternoon faculty PD sessions

Activity #2 - Programs to assist students in acquisition of mathematics:

- New math software (Big Universe, Myon and Math Blaster) will be used in school as well as at home for grades K-5.
- Math in Focus curriculum to be taught across grades K-5 to all students including ELLs
- Newly created math cluster position will provide additional instruction in math for grades 2-5, with a specific focus on English language learners
- GO Project provides math tutoring every Saturday for selected students
- The ELL teacher will support an ELL math group of 3rd, 4th and 5th grade ELL students (when?) who are struggling with math, focusing particularly on writing stamina and literacy required for long format section of NYS Math test
- ELL Saturday Academy

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

7. Principal, Assistant Principal, SETSS specialist, Math PD providers, ELL teacher
8. Principal, Assistant Principal, SETSS specialist, ELL teacher, classroom teachers, clusters

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

1. Administration will conduct formal and informal observations to analyze to evaluate effectiveness of professional development
2. Assessment data from all ELL students, with a particular emphasis on those in testing grades to determine effectiveness of programs implemented

10. Timeline for implementation and completion including start and end dates

1. Sept 2014 – January 2015

2. Sept 2014 – June 2015

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

1. Tax Levy monies will pay for Houghton-Mifflin and Marshall Cavendish to provide professional development in Singapore Math
 - STVP funding will provide for math software that can be used in school as well as home.
 - Tax Levy/Fair Student funding and NYSTL monies will pay for Math in Focus curriculum.
 - Network funding will pay for administrators study group.
 - Tax Levy/FSF monies will enable the ELL teacher to support an ELL math group of 3rd, 4th and 5th grade ELL students who are struggling with math, focusing -- particularly on writing stamina and literacy required for long format section of NYS Math test.
 - Title III monies will pay for the ELL Saturday Academy, several full days of enhanced literacy and mathematics taught through research-based inquiry and the arts.

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).

- School will host curriculum meetings by grade to clarify academic expectations
- Resources for Children with Special Needs, Inc. provides workshops for parents of children with disabilities
- Parent workshops on Common Core standards with a specific focus on English language
- Upper grade teachers provide workshops to parents of ELL's on test-taking strategies

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

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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 2015, school-wide reading progress as measure by assessments will result in median adjusted growth percentile among returning fourth and fifth graders of 60 on the statewide English language arts exam.

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.

2014 ELA test results indicate that only 8.5% of students school-wide are performing at or above grade level on the NYS ELA exam, down from 13.8% in 2013. In addition, Level One students increased in 2014, to 50.3% from 46.1%. While 75% of English Language Learners scored Level One, 16.7% of former ELLs scored at or above grade level.

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.

1. Strategies/activities that encompass the needs of identified subgroups

Activity #1 - Professional Development:

- Network Literacy Specialist Karina Audiffred will provide a five day cycle of Professional Development and in-classroom support in lesson development for Readers/Writers workshop
- Educational Consultant Renee Dinnerstein will provide professional development in a vocabulary rich, *Reggio Emilia*-inspired Inquiry program for teachers of students in grades K-3
- Training in intervention programs (e.g. Great Leaps, Read Alive) will be provided by the SETSS teacher for paraprofessionals, student teachers, NYU America Reads volunteers to support one-on-one tutoring in special education classrooms
- Special Education School Improvement Specialist (SEIS Donna Dugan) will provide in-classroom support on an ongoing basis for teachers in self-contained and ICT classrooms.
- Special Education consultant Helene Jeffers will provide in classroom support to teachers of self-contained and ICT classrooms

Activity #2 - Programs to assist students in literacy:

- ELL Saturday Academy with a focus on fourth and fifth grade students
- Small group and one on one intervention in literacy: Great Leaps, Flocabulary, Headsprout, Foundations, Starfall, Read Naturally, Read Live (are these all for 4th and 5th grade)
- NYU Stern Business School Volunteer Tutoring program with a schedule for students specifically in fourth and fifth grade
- Learning Leaders tutors to work with Kindergarten, First & Second Grade students
- GO Project provides tutoring every Saturday for 20 – 25 recommended students.
- Special classroom for *Reggio Emilia* activities will be constructed

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

1. Principal and Assistant Principal will use information collected from observations and student outcomes to identify areas of focus within the subgroup
2. Special Education Consultant, SETSS teacher and Special Education School Improvement Specialist will work in conjunction in to analyze special education data and create planning time with teachers to determine multiple entry points within English Language Arts
3. Principal, Assistant Principal, ESL teacher, cluster teachers

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

1. Classroom teachers, special education teachers, cluster teachers will use their data to determine shifts in instruction and revise instruction to improve outcomes.
2. All students, Pre-K – 5 Since the goal only applies to fourth and fifth grade, you may want to consider, All fourth and fifth grade assessment data will be analyzed to determine effectiveness of activities and interventions. Benchmark indicators every three months will assist in determination of next steps

4. Timeline for implementation and completion including start and end dates

- 1. Sept 2014 – June 2015
- 2. Oct. 2014 – May 2015

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

- 1. -Tax Levy/FSF monies will be utilized for Educational Consultant Renee Dinnerstein to provide professional development in a vocabulary rich, *Reggio Emilia*-inspired Inquiry program for teachers of students in grades take out if goal is specific to 4th and 5th grade
 -Tax Levy monies will provide for the PS 142 SETSS teacher to train paraprofessionals, student teachers, NYU America Reads volunteers and NYU Stern Business School volunteers in intervention programs (e.g. Great Leaps) to support one-on-one tutoring in special education classrooms and to students at risk in regular classrooms.
 - Network funds will pay for Special Education Specialist, Helene Jeffer
- 2. Title III monies will pay for the ELL Saturday Academy, which will support a subgroup of fourth and fifth graders

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).

- School will host curriculum meetings by grade to clarify academic expectations
- Resources for Children with Special Needs, Inc. provides workshops for parents of children with disabilities (can this include how to work with students at home?)
- Parent workshops on Common Core standards
- Title I parent meeting
- Upper grade teachers provide parent workshops on test-taking strategies

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

Network discretionary funds

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.

By June, 2015, all PS 142 teachers will have at least four informal observations with feedback specifically targeting Danielson Framework component 3(b), questioning and discussion techniques, utilizing the rubric as specified within the Danielson Framework/Model. To focus on this teaching practice, and to continue to build on the school's years-long focus on building language through student inquiry, efforts to improve teaching generally will center on strengthening teachers' ability to promote student understanding through questioning and discussion. To assist teachers in improving questioning and discussion techniques, PS 142's administrators will adopt the following activities.

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.

During 2013-2014, for both formal and informal observations, questioning and discussion was assessed to be a prominent, common area of need among teachers.

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.

1. Strategies/activities that encompass the needs of identified subgroups

Activity #1 - Professional Development:

- Engage teachers on the school's professional development committee in planning for at least one-fourth of Monday professional learning sessions across the year to concentrate on questioning and discussion. Agendas and produced artifacts will be collected and analyzed with observations focusing on topics discussed.
- Schedule at least two opportunities for guided inter-visitations in classrooms for each teacher
- Utilize teachers trained in the 2013-2014 cohort of the teacher Leadership Program to lead colleagues in analyzing transcripts of classroom discussion

Activity #2 - Programs to assist teachers in questioning/discussion:

- Ensure at least four informal observations for all teachers provide feedback on Component 3b
- Create a 25-minute daily opportunity school-wide for teachers to read aloud and lead discussion on a whole-class text
- Special Education consultant Helene Jeffer will provide in classroom support to teachers of self-contained and ICT classrooms, focusing a section of her time with questioning and discussion

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

1. Principal, Assistant Principal, SETSS teacher, previously trained staff, professional development committee
2. Principal, Assistant Principal, Special Education Consultant

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

1. Classroom, Cluster and Related Service Teachers Administration will provide feedback to teachers in the areas of questioning and discussion, followed by visitations with a focus on recommended strategies implemented and increase in teacher effectiveness
2. Special Education Consultant will track workshops and coaching with teachers by assessing level of questioning and discussion throughout the year

4. Timeline for implementation and completion including start and end dates

1. September 2014 – May 2015
2. September 2014 – June 2015

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

1. Tax Levy monies will provide for teachers to be trained in questioning techniques and for inter-visitation.
2. Network discretionary funds will support Special Education specialist Helene Jeffer

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).

N/A

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		Title II A		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Network discretionary funds

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.

1. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

4. Timeline for implementation and completion including start and end dates

5.

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

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.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Great Leaps, Grades 2-5	One on one	School Day
	Lexia,	Small Groups	School Day
	HeadSprout	Small Groups	School Day
	Entire 1st grade and Kindergarten receives Foundations.	whole class small groups; SETSS doubles when nec.	School Day – extended day AM
	Starfall, Grades K and 1	Individual Instruction	School Day Extended Day
	Foundations Level 2 - Grades 2-3-4	Small Groups	School Day Extended Day AM
	Flocabulary for students in grades 2-5.	Small Groups	School day
	Read Live – Tier 2 intervention, grades 3-5	Small Groups	School Day – in SETSS. By February 2015 in General and Special Ed classrooms School Day
	Guided Reading in grades 1-5	Small Group	School day
	America Reads	Tutoring	School Day
	Innovations for Learning – 1st Grade	Individual instruction – tutors via skype	School Day
NYU Stern Business School tutors	Individual instruction		
Mathematics	Math in Focus (Singapore) pre-K-5;	Full class	School Day

	Math Navigator for Math AIS at risk in upper school. NYU Stern Business School	Small Group Tutoring	School Day Lunch hours
Science	Grades 3-5 Expeditionary learning supports literacy, social studies and science FOSS Recycling committee	Full class Groups Student group	School day School Day School Day
Social Studies	Grades Pre-K-3 inquiry study/word work Grades 3-5 Expeditionary learning supports literacy, social studies and science Grades 3-5 Flocabulary/word work	Full class Full class Small Groups	School Day School Day School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor, School Social Worker	Small group 1 on 1	School Day School Day

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

A. 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 *TAS 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
100% of teachers at PS 142 are State-certified
<ul style="list-style-type: none"> • PS 142 is an SBO school which interviews and hires teachers based on the needs of the school. • PS 142 recruits from a pool of student teachers who have interned at the PS 142 school site and are recommended by classroom teachers and observed by administration • PS 142 encourages teachers and paraprofessionals to become certified and to stay lifetime learners by using flexible scheduling to make allowances for attending classes and special events related to educational opportunities.

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).
See Professional Development components of goals 1-3.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • School invites parents from Head Start to participate in Inquiry Study museum in grades K and 1. Head Start students participate in PS 142 assembly programs. • State-funded Pre-K program provides workshops for all families on topics such as “Good nutrition, good health,” “Stress Management Techniques” and “Students Transitioning to the Next Grade” and Educational Alliance Head Start invites PS 142 parents to participate in their parent workshops • PS 142 and Educational Alliance collaborate for social events such as providing a Thanksgiving feast and Christmas gifts for needy families and preparing student performers to share in fund-raising activities <ul style="list-style-type: none"> • Educational Alliance /Boys-Girls Club program • Head Start nursery program and extended day Pre-K • Universal Pre-K • On-site Asthma Clinic and Program: Louis Armstrong program from Beth Israel Hospital • Henry Street Settlement – full time social worker for student counseling • GO project – tutoring for 20-25 students and on-site social worker one day per week • Partnership for Children 1/1 and small group counseling program – 4 on-site counselors, enrichment programs <p>Coordination of these programs will be overseen by PS 142 Administration, Educational Alliance After 3 Program Coordinator, Head Start Director, Henry Street Settlement Program Coordinator, GO Project coordinator, DOE Universal Pre-K social worker and PS 142 Arts Coordinator, who will meet with School Leadership Team on a regular basis.</p>

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 Head Start Program housed in our building (Educational Alliance) feeds into our Universal Pre-K. During the year, Family

Assistants from both programs join together in planning and administering particular workshops for parents. Head Start students also share in the P.S. 142 lower grade assembly program.

In the fall:

- Early Childhood Social Worker distributes a survey to parents, asking about their interests in various workshop topics: the below topics were all popular among parents who returned the survey.

Throughout the year:

- Early Childhood social worker facilitates parent workshops throughout the school year, in conjunction with the Family Assistant. Topics include: Adjustment to Pre-K, Typical Development of 4 & 5 year-olds, Applying for Kindergarten, and (in early spring) Preparing for the Transition to Kindergarten.

Early Winter:

- Teachers, Family Assistant, and Early Childhood Social Worker inform parents in many ways about the application process for Kindergarten in *parents' native language*, including email info "blasts" with due dates, timeline, etc., workshop, info sessions, and personal assistance, when needed.

Late Spring:

- Family Assistant takes Pre-K parents on tours of Kindergarten classrooms to familiarize them with the classroom, curriculum, expectations, etc.

Throughout the year:

- All students' progress is assessed and those students with IEPs are monitored for progress within their IEP goals as well with class goals.
- Families of students with IEPs are made aware of "Turning Five" meetings to plan for students' transition to any special education services needed in Kindergarten. Families are supported by teachers, Family Assistant, and Early Childhood Social Worker during this process.

Beginning in May, Head Start students visit Pre-K and Pre-K children make regular visits to kindergarten classrooms. Head Start, Pre-K and Kindergarten classes share assembly programs, performing together in our Early childhood Music Program. In addition, Pre-K and Kindergarten share music, art and physical education activities. Pre-K and Kindergarten classes go on all-day trips together to the New York Aquarium, Museum of Natural History, Brooklyn Botanic Garden and Staten Island Institute for the Arts and Sciences.

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.

-Based on needs that come up at teacher-team meetings while looking at student work, teacher teams make recommendations to the MOSL team (made up of administration, the UFT Chapter Chair and several teachers). The administration then presents possible interim assessment tools to the School Leadership Team.

- Professional Development committee (5 teachers and one administration representative) meet monthly to plan PD activities during Monday PM assigned time.

-PPT and AIS teams are now consolidated into one team

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.

Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- 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.

DBN: 01M142

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$241,808.49	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$38,387.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,062,494.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 142	DBN: 01M142
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 41
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

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

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 school will conduct an instructional program for five Saturdays. The focus will be developing academic language in the content areas. This year's instructional activity will be based on the Inquiry Study model and will target students who score between level 1 and low level 3 based on the ELA and English Language Learners identified in the beginning / intermediate proficiency level based on the NYSESLAT in grades 3, 4 and 5. Class size will be limited to 20 students per class. Each of three groups of 20 students (K/1; 2/3; 4/5) will have a licensed ESL teacher working with them for the entire 21 hour program. Students will focus their inquiry on New York City History before the Industrial Revolution, especially in the area that became Central Park and will develop literacy through library research, art projects and music each week. Trips to will be an integral part of the program. Students will begin the day with their ESL teacher and travel with this teacher through visits to the School Library, Art Room and Music Room. Licensed teachers in each area will work collaboratively with the ESL teacher to teach literacy through these various content areas. Each content area teacher will see each class for one full period each day. An additional half hour of planning time for the six teachers will be added to each Saturday. The program will run Saturdays from 8:30 AM to 12:00 PM (12:30 including planning time) for 5 weeks beginning Saturday, February 28 and ending Saturday, March 28 for a total of 21 hours of instruction per student and 5 hours of teacher planning. Final sharing with the parents will be the last Saturday from 12:00-12:30 PM. The school will purchase instructional materials (books and art supplies related to the Inquiry Study) and reserve money for field trips to fully implement this Saturday program.

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: In house ESL teacher along with specialists will lead instruction for teachers, guiding them through ELL compliance and strategies for ELLs in all language modalities. Three trainings will be held in "Language Differentiation and Development in Content Areas for ELLs," Monday, December 15, 2:40-4:00 PM, "ELLs and Visual Literacy," Monday, February 23 2:40-4:00 PM, and "Applying the Information Fluency Continuum Methodology," Monday, March 23, 2:40-4:00 PM. Since two of the licensed ESL teachers working in the Saturday program have full-time positions at other schools, they will not be able to participate in the Professional Development activity.

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: In addition to the culminating gathering on the last day, parents will be invited to participate in all field trips, which will involve family activities and sharing of the learning throughout the day. ELL Parents also attend Family Friday activities in the classroom once per month as well as specific programs geared toward parents on the same Friday once per month. All workshops have translation services available. These multi-session parent workshops are designed to help 3-5th Grade parents work with their children in the areas of English Language Arts and Math.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 01	Borough Manhattan	School Number 142
School Name Amalia Castro		

B. Language Allocation Policy Team Composition [i](#) 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 Rhonda Levy	Assistant Principal Jaime Szymanski
Coach type here	Coach type here
ESL Teacher Victoria Bader	Guidance Counselor Sharon Levanoni
Teacher/Subject Area Stuart Pyle/Music	Parent Suzy Aviles
Teacher/Subject Area Alexis McClelland/First Grade	Parent Coordinator Jackie Munoz
Related Service Provider Suzanne Levine-SETSS	Other type here
Network Leader(Only if working with the LAP team)	Other Janet Decastro-Psychologist

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	353	Total number of ELLs	32	ELLs as share of total student population (%)	9.07%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	8	3	4	3	9	5								32
SELECT ONE														0
Total	8	3	4	3	9	5	0	32						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	8
SIFE		ELLs receiving service 4-6 years	10	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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL											0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	8	2	1	2	6	3								22
Chinese		1	2	1	2	1								7
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1		1									2
TOTAL	8	3	4	3	9	5	0	32						

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)	7	1	1		2	2								13
Intermediate(I)	1				4	1								6
Advanced (A)		2	3	3	3	2								13
Total	8	3	4	3	9	5	0	0	0	0	0	0	0	32

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	5	1	1		2	2							

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4	6	2			
5	2	1			
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	4		3		1				
5			2		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									
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess the early literacy skills of our ELLs at P.S. 142 we use formal and informal assessments. The formal assessments we use are ECLAS-2 and TCRWP (Teachers College Reading and Writing Project). Teachers also use running records to evaluate their students' reading levels. At P.S. 142 we also use Benchmarks to assess our students' literacy skills and development and use the data to measure

whether students are at, below, or above grade level. ELLs generally score below grade level due to their limited vocabulary in English and their minimal schooling prior to entering Kindergarten and/or the United States. Teachers use the information collected from all the assessments to carefully understand the needs of our ELLs in order to better assist them in the classroom. The assessments are used to differentiate instructional material and to set literacy goals for students who are below grade level. The information collected also helps inform the school of students who will need extra support through AIS (Academic Intervention Services), Extended Day, small group tutoring and participation in our Title III program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our NYSESLAT data shows that 21% percent of our ELLs scored proficient and 65% of our students advanced from one proficiency level to another across the grades. At a closer analysis, the areas of need is in reading and writing while students score higher in listening and speaking.
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](#))
3. As a result of student NYSESLAT scores, the ESL teacher will work with students to improve the modalities (Reading, Writing, Listening, Speaking) that students are struggling with. Students often develop listening and speaking skills first; therefore any student scoring at the Beginner level on the test overall will need to focus more on their listening and speaking skills, in addition to learning reading and writing strategies. Students who are at the Intermediate and Advanced levels, specifically the long-term ELLs, will focus on improving reading strategies and writing skills. Newcomers and long-term ELLs in grades 3-5 will be judged on an individual basis; really focusing on the students needs in each modality.
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?
 4. a. When reviewing the scores of ELL students in ELA, NYS Math and NYS Science there seems to be a trend that can be noticed. The scores from those exams and the students proficiency levels seem to have a direct connection with each other. Most students who scored Advanced on the NYSESLAT received a score of 2 on the ELA in the 3rd grade. In the fifth grade, students who scored intermediate advanced seem to score a 2 or 3 on the ELA exams - most of these students have been here for 2 or 3 years.
 - b. The ESL teacher and classroom teachers use the ELL Periodic Assessments as formative assessments to guide and differentiate instruction according to the needs of their students. Classroom teachers and the ESL teacher have opportunities to review the results of the ELL assessments. Our Assistant Principal and the Music teacher will be the Data coordinators at our school where they will share and interpret information to the staff. Our music teacher is a member of the School Leadership Team (SLT) which meets monthly. After analyzing the data the school recognizes the need for more direct, explicit instruction in Reading and Writing within the ELL population.
 - c. Students take the ELL Periodic Assessment in English. Students generally do not do as well on the Periodic Assessments due to their limited experience taking standardized tests, no preparation by the teachers and their unfamiliarity with testing overall.
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](#).)
Once an ELL has been identified as needing additional support, the classroom teacher will provide the child with more small group or individualized attention to ensure that additional support is, in fact, necessary. If the data collected by the teacher for small group instruction does not demonstrate student achievement, then that student will be recommended to the AIS PPT review team for consideration for Academic Intervention Services. This will provide additional academic support outside of the classroom setting. After six weeks of AIS, all teachers that provide services for that student will revisit and discuss progress.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We strive to provide students with resources in their native language, such as dictionaries, books in their language and translated materials. Students who are literate in their native language, they are given the opportunities to read and write in their native language.
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?

Our school does not have a Dual Language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
6. The best way to gauge and evaluate the success of the program at P.S. 142 is by looking at the students' NYSESLAT score and really focusing on how much they have grown and improved from the time they have arrived and the previous year. Other ways to

evaluate the success of our program is by looking at the periodic assessments, formal and informal assessments conducted by the ESL teacher and their classroom teacher. Also, taking a look at how well the ESL and classroom teachers collaborate can demonstrate how the approach to teaching ELLs has progressed. This plays a role in the students' success. In addition to all the assessments being a gauge of the student progress the ESL teacher and the classroom teacher keep a student portfolio of the child's work from the beginning of the year and by looking through these items one can see where the improvements are being made.

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](#).)
 1. Initially, English Language Learners are identified by the Home Language Identification Survey (HLIS) in their native language, which is administered to all students who enter the Department of Education for the first time. A trained pedagogue (ESL teacher Victoria Florsheim) is present throughout registration along with bilingual school aides and paraprofessionals to assist with translation if needed in completing the HLIS. In addition to the HLIS, informal interviews are conducted, in their native language as well as English, to ensure that all students are appropriately screened. The English as a Second Language teacher/coordinator determines, based on the HLIS, whether the newly admitted student's home language is English or another language. The LAB-R is administered by ESL teacher Victoria Florsheim, assisted by school psychologist Janet DeCastro (Spanish LAB only) to determine the skill level at which the child speaks English only if the student is identified as a speaker of a language other than English. This is based on the HLIS responses. Students are then placed in the appropriate program based on the results of the LAB-R tests. Due to the fact P.S. 142 offers only an ESL program, students are temporarily placed in an ESL class based on the hand scored LAB-R, until the parent orientation is conducted where parents are then asked to complete a Parent Selection Survey. All students are identified and tested within ten school days from the date of admission. Within ten school days of the student being tested, the parent orientation and student placement then take place. All eligible students take the New York State English as a Second Language Achievement Test (NYSESLAT) in the month of May. These students will take the NYSESLAT annually until they gain sufficient proficiency in English to participate in an English only program. Those students who did not receive a score of proficient in all four modalities of the previous year's NYSESLAT (New York State English as a Second Language Achievement Test) and all newly identified speakers of other languages at P.S. 142 are identified as English Language Learners (ELLs). The NYSESLAT scores are also used as a gauge to determine individual students' progress and to reveal specific instructional needs and strategies necessary in assisting the student in obtaining English language proficiency. When compiling the push-in/pull-out schedule, the ESL teacher uses the NYSESLAT to assist in creating groups that will benefit the needs of the students. Students already in the system are grouped in strategy groups based on the scores of the NYSESLAT. In Addition, groups are based on students' language proficiency levels and school grade. For example, ELL students who scored at the advanced levels of the NYSESLAT receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. ELL students who score at the beginning and intermediate levels receive 360 minutes of ESL of instruction weekly. ESL curriculum and instruction is designed based on the Science and Social Studies Scope and Sequence, Common Core Learning Standards and on the needs of the students after analyzing the students scores on the NYSESLAT within the four modalities: Speaking, Listening, Reading, and Writing. In order to recognize that the students are making gains every year and to determine the necessary steps that a classroom teacher and ESL teacher will need to take to guide the student towards proficiency, we look at the NYSESLAT scores across the board as well. Depending on the modality the student excels in, we will customize the instruction, for example: if students are proficient in reading and writing but are intermediate in listening and speaking, the instruction is primarily focused on building listening and speaking fluency but will also include reading and writing instruction.
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.
 2. The Parents of English Language Learners (ELL) are notified of their child's eligibility for ESL services by letter in their native language. This letter also serves as an invitation to the Parent Orientation. A parent orientation is scheduled for September; Entitlement letters are sent home informing them of entitled services and an invitation to the Parent Orientation. The purpose of the

orientation is to inform the parents of ELLs about the three programs that are offered in the New York City Department of Education. At the orientation meeting, the parents watch a video in their native language which explains in depth the different kinds of programs available city-wide. In addition, the ESL teacher informs the parents about the objectives and materials of the ESL program at our site, never revealing until the parent survey is completed that we only host a freestanding ESL program. At the orientation meeting, the ESL teacher explains the three types of programs available: Bilingual services, Dual Language Classes, and Free Standing English as a Second Language. Following the presentation from the ESL coordinator/teacher, parents are provided with brochures explaining in detail what each program entails; these brochures are printed in multiple native languages. Frequently, our parents opt out of Bilingual services or Dual Language Classes, and elect to participate in our Freestanding ESL program. After watching the video provided by the Department of Education and listening to our information session, and before they complete their Parent Program and Selection Survey, the parents are given the opportunity to ask questions about the programs offered in the NYC school system.

P.S. 142 has outreach services which are supervised by the ESL teacher. She is supported by the parent coordinator, staff, Bilingual school aides, family assistant and the paraprofessionals. Outreach services include reaching out to parents at arrival and dismissal times, and contacting them by telephone to ensure that the forms are returned. This year, a majority of the parents returned the forms in a timely manner. After the testing is completed, Entitlement letters are distributed to eligible students.

If parents of ELL learners indicate a preference for Freestanding ESL as a program choice. The students remain in their classroom, and receive additional support with academic subjects such as Readers/Writers' workshop, Mathematics, Science, Social Studies, and language acquisition strategies with the Pull-Out model. In addition, Push-In ESL services can be provided when there are several students in the same classroom eligible for ESL. Other options explored were not feasible such as Bilingual classes because there were insufficient numbers of families interested in such a program. It is required to have 15 or more students who speak the same language in one or two consecutive grade levels in order to form a bilingual program. It is the parents choice and they are informed of transfer options; they are provided with a list of schools with those other programs (Bilingual and Dual Language).

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 [\[see tool kit\]](#).)

Entitlement letters are sent home to inform the parents of students who are entitled to receive ESL services; this happens within the first week of school for continuing students and within the first ten days of registration for newly enrolled students. In order to confirm that the parents have received and understood clearly information concerning the services their child will receive in the upcoming school year, parents are requested to sign and return a slip of paper that is attached to the letter sent home, which is the Continued Entitlement letter. These letters are always translated into the families' native language. There is a slightly different letter process for a newly enrolled student: they receive an Entitlement letter, along with Program Parent Selection Forms; all of these items are sent prior to a parent orientation session where there will be translators available to assist the parents with their surveys. It is imperative that the ESL teacher/coordinator has obtained the Program Selection Form and Survey, so parents are requested to return the completed and signed items at the orientation. If parents need some time to consider the program options they are asked to return the forms within a week of the ELL Parent Orientation. If forms are not returned the parent coordinator and the ESL teacher/coordinator will establish communication with the parents via phone calls, greeting the parent at drop-off or pick-up times and/or resending the Program Selection Forms via mail or in the students' backpack. If we are unable to obtain contact with the parent of the student within a week of the letter being sent home then the student should be placed in a Transitional Bilingual Education (TBE) Program by default. Since the school does not offer a TBE program, students will be placed in the ESL program.

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.

4. Parents are given background information on all programs that the New York City Department of Education offers as services for their child to excel in English - this is the ELL Parent Brochure, available from the DOE in all parents' native languages. After all the information is dispersed and a parent decides to place their child into Transitional Bilingual Education or a Dual Language Program, we assist them in finding the appropriate placement for the student based on a few criteria. P.S. 142 provides parents with a list of programs around the city that house these programs at their school and inform them that due to their selection, they have the option of transferring to a school with that program. All lists and communication interaction with parents are always written in English and in their native language. Parents are then given the opportunity to decide where they would like their child to attend school; they typically choose a program based on the student population and the location of the school in proximity to their homes. If a parent opts for their child to participate in the freestanding ESL Program, the child is then placed in the appropriate classroom for their grade level. We attempt to group all the ELLs at each grade level into one classroom for effective delivery of services. In this classroom ELLs receive additional academic supporting subjects such as: Readers and Writers workshop, Mathematics, Science, and Social Studies. In addition language acquisition strategies are provided with the pull-out/push-in ESL Program that is offered at P.S. 142. The parent of the ELL is notified that their child will receive ESL instruction. This notification is in letter form. This letter is called the Placement letter; a continuing students and a new student receive a letter in their native language. The new student

receives an Entitlement Letter and the continuing student receives a Continuing Entitlement letter. The students are placed in groups based on their English language proficiency level, which is determined by what the student scored on the NYSESLAT and the LAB-R. The amount of time a student is serviced throughout the school week is based on their proficiency level: for Beginner and Intermediate students they receive 360 minutes per week. Advanced students meet with the ESL teacher for 180 minutes a week. All letters sent home are in their native language and contain a tear away slip so parents can return a signed document, which ensures that they have read and understood what is occurring with their child.

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.

All eligible students take the New York State English as a Second Language Achievement Test (NYSESLAT) in the month of May. These students will take the NYSESLAT annually until they gain sufficient proficiency in English to participate in an English only program. Those students who did not receive a score of proficient in all four modalities of the previous year's NYSESLAT (New York State English as a Second Language Achievement Test) and all newly identified speakers of other languages at P.S. 142 are identified as English Language Learners (ELLs).

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. 
Within our parent population parents' first choice is ESL. Due to a lack of parents choosing TBE or Dual Language, P.S. 142 cannot accommodate these parent choices. There are not enough students in two consecutive grades who speak the same language to be able to set up a TBE program. P.S. 142 offers a question and answer session during the Parent Orientation where parents have the opportunity to ask questions about each of the programs and options that are available to them and their children. In the future, if there is an adequate number of students (15 or more) in a single language and in two consecutive grades whose parents desire a TBE program, P.S. 142 will apply to the NYC Department of Education to create a TBE program at the school in order to accommodate parents' choices and students' needs. We will refer the parents to Programtransfers@schools.gov.

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])?
 - 1a. The freestanding English as a Second Language Program at P.S. 142 has traditionally followed a push-in/pull-out model. The push-in model is utilized to support the classrooms where there is a concentration of ELL students who hold the same proficiency levels. Beginner and Intermediate proficiency levels are provided with 360 minutes per week of ESL instruction and support. Students who are at the advanced level of proficiency are serviced for 180 minutes a week. The pull-out model runs on the same time frame but within both models the ESL teacher is collaborating with the classroom teacher at all times.
 - 1b. Every effort is made to accommodate the needs of the student's level of proficiency. The majority of the ESL groups are heterogeneous in which there are mixed proficiency levels among the grades. If necessary, there is one newcomer group which is ungraded but only if these students are functioning below their grade level and have limited or no English or any native language literacy foundation. The groups and schedules are designed based on two main criteria, which are: language proficiency and grade level. Most of these groups are pulled in a certain timeslot from their general education classes and offered ESL instruction in a separate classroom. The push-in groups receive a timeslot similar to the pull-out groups, where the ESL teacher will become part of the general classroom for the allotted period. Classes are only made push-in when the ELL population in the class has close or the same proficiency throughout. Group design is to allow for differentiation of instruction within a group, with an emphasis on partner work, active engagement, and inquiry studies in the lower grades (K-2).
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)?

Students are grouped and serviced according to their NYSESLAT or LAB-R levels. Students at Beginner and Intermediate levels receive 360 minute of ESL instruction a week. Students functioning at an Advanced level receive 180 minutes of ESL instruction per week. Advanced students also receive additional English Language Arts (ELA) instruction in the general classrooms. P.S. 142 does not have a Native Language Arts program but compensates for this by providing Native Language support - this is done by the ESL teacher. Bilingual books and various types of dictionaries are provided to the students. Many books based on culture are included as well. Currently, there are two push-in groups where there are similar proficiency levels, the ESL teacher pushes-in as much as the mandated minutes require and this is usually done during reading and writing workshop periods. Special Education students who are part of the ESL program and who are not at a high level of proficiency in English receive a bilingual paraprofessional in addition to being part of a push-in or pull-out group.
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.

The push-in and pull-out system at P.S. 142 follows thematic units as the approach to educating ELLs; these units allow the students to have access to content while working on language. This strengthens the students' English to allow transfer of knowledge and language to give opportunities to participate in the classrooms. Thematic units are based on the New York State Science and Social Studies scope and sequence and are beginning to incorporate the Common Core Learning Standards. All instruction is given in English but students may respond in their native language if they do not have the English capability. They are given support by their peers, visuals, bilingual books and various types of dictionaries. These supports are put in place especially for the newly arrived ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

P.S. 142 has implemented a system for newly enrolled students who need to be appropriately evaluated in their native language. The initial meeting of the student and pedagogue is based around an informal interview where the student is questioned in their native language via a translator. Questions include: biographical information, personal information, and academic background in their native country. Additionally, once enrolled the Spanish LAB is administered to Spanish speaking students, which allows their classroom teacher and ESL teacher to gauge what level they are academically in their native language. All students are asked to write a short paragraph in their native language telling us about themselves and their home country. An additional form of evaluation is asking the student to read a short excerpt from a book in their native language. Throughout the entire evaluation process there is a translator present if needed to assist in creating a comfortable environment and an efficient evaluation process. Through these informal assessments, classroom and ESL teachers can see at what level the student is functioning in their native language. Based on what we obtain from these evaluations, we can place the students appropriately and understand the students'

academic background.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We use the NYSESLAT to create an initial plan by grouping students according to their proficiency levels in these modalities. In each lesson, these modalities are incorporated in our lessons. Teachers confer with students through the day about their reading and writing. Our teacher are taking transcripts of student to student interactions to inform us of our area of focus and to measure student progress.

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).

a. Presently, there are no SIFE (Students with Interrupted Formal Education) students enrolled in our program. When SIFE students are enrolled in our school, we differentiate instruction based on their language proficiency level and their grade level. The school provides additional support to these students with AIS (Academic Intervention Services), Extended Day and the Title III program, which is provided on six Saturdays out of the year. These programs support them in their reading and math with modifications provided by the teacher. Our Saturday program is geared toward the unique needs of the ELL population at our school. In addition, students receive additional support in the twice weekly 50 minute remediation program.

b. Students who have been in the program for less than three years are considered our newcomers. Their main focus is expressing themselves in a clear manner, which is why we focus on developing oral language but not excluding reading and writing. Some of the strategies are based on the students prior knowledge such as: cognates, realia, multiple visuals and TPR (Total Physical Response). Many of these activities have the students touching, seeing and feeling the language in order to enhance their vocabulary - this in turn creates a good foundation for academic language. Students are also provided with English language development support through the Extended Day and the Title III programs to improve their vocabulary and reading comprehension. These programs are arranged in a small group setting and aligned with the ELA standards to assist newcomers in becoming better prepared for the ELA (English Language Arts) testing that they are required to take within a year of being in the U.S.

c/d. Those ELLs who have been receiving ESL services for 4-6 years and long-term ELLs will also be invited to participate in the Title III Saturday Academy, which is designed to help these students with reading and writing specifically. The students who are still in ESL due to their reading and writing scores on the NYSESLAT receive AIS from a teacher who pulls them out in small groups to enhance their reading comprehension and writing strategies through programs such as Foundations where they are given explicit phonics instruction.

Through small group instruction based on content, students will work on fluency because at this stage they have language comprehension; their academic language needs to be fine tuned. Instruction based on content, strategy groups and process writing will enhance their ability to become readers and writer of English. Lastly, students will practice and review their test taking skills to alleviate any bad habits they may have formed over the years.

e. The ESL teacher communicates with the classroom teachers who work with former ELLs about their progress. This is to ensure that they are making adequate progress. If there's a need for continued support, the ESL teacher will devise a plan with the classroom teacher to work with the former ELLs. ELL students who receive a score of proficient on the NYSESLAT continue to receive transitional support. The ESL teacher and the classroom teachers consistently collaborate to discuss students' progress. Students who are proficient still receive the testing accommodations that were provided to them as ELLs, in order to transition them into testing without full-time ESL support. The student is monitored in their use of academic language and receives continuous support through Extended Day and Early Morning Academy

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?

Special needs ELLs will receive differentiated instruction and those who have no English language background will receive a bilingual paraprofessional as per their IEP (Individualized Education Plan) to provide native language support and assist in second language development. Teachers of ELL-SWDs follow students IEPs in regards to academic and language goals for individual students and mandated services that these students are obligated to receive. These students also receive SETSS (Special Education Teacher Support Services) and participate in Extended Day and after school programs to grow their English language proficiency. By collaborating with the classroom teachers and service providers to devise an instructional plan and schedule services we can note and share the students' progress and continued needs. Both the classroom and ESL teacher will use content based on grade level and on the students' reading level. The classrooms will be differentiated by creating small groups, providing scaffolding and multiple reading and writing strategies.

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?

To meet the varied needs of our diverse population of ELL-SWDs, P.S. 142 service providers meet at the beginning of the school year to plan out a schedule. Some of our ELL-SWDs receive more than one service, creating an extremely high need that all service

providers (APE, OT, PT, Speech, Guidance and ESL) meet to discuss which students will be pulled-out on certain days and times. This allows all service providers to arrange their schedules according to what would be most beneficial to the students and to ensure that the student not be pulled out of the classroom too often in one day.

Courses Taught in Languages Other than English [i](#)

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

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

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

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

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

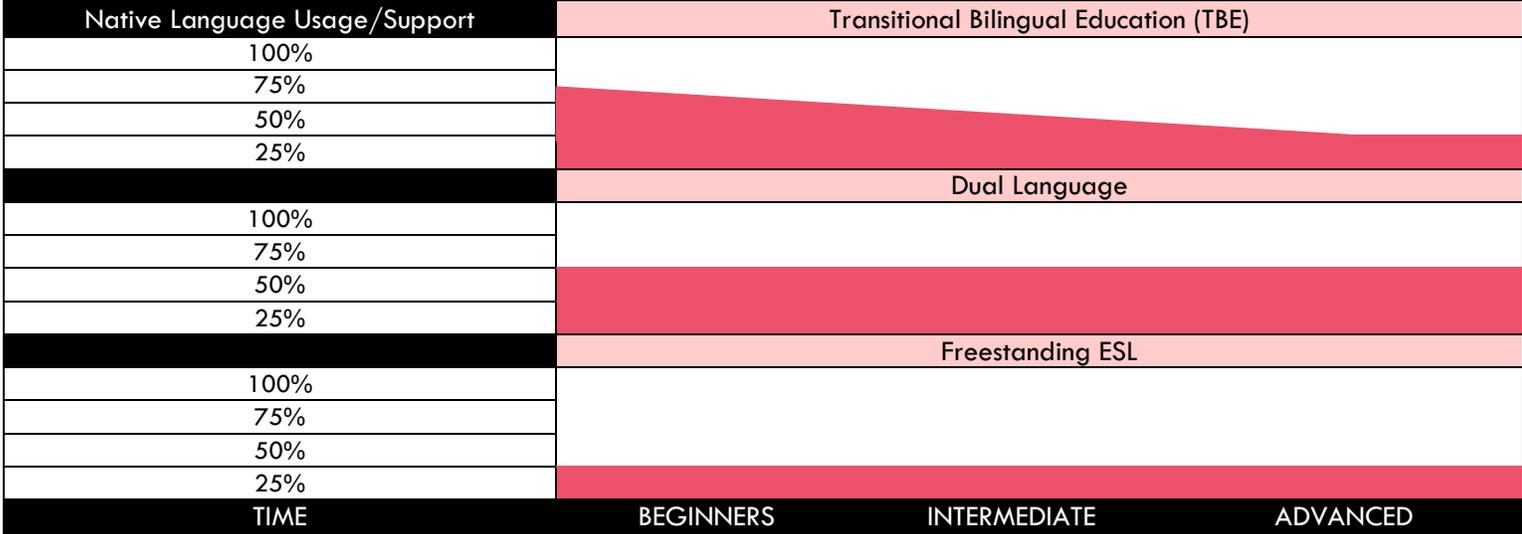
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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.
- Although we have set up intervention programs for ELLs in ELA, Math and Science, they are all provided in English. Special needs students who are not proficient in English are provided with a bilingual paraprofessional as per their IEP. ELLs are provided with bilingual glossaries and a variety of bilingual dictionaries in content areas such as Science and Social Studies. At P.S. 142 the ESL instruction includes reading comprehension, reading and writing strategies, speaking and listening skills through small group instruction and thematic units. These thematic units are based around the New York Science and Social Studies Standards and the Common Core Learning Standards.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current pullout ESL program at PS 142 is based on the prior year's NYSESLAT and current year's LAB-R scores. In addition, the ESL teacher creates a curriculum that is aligned to units of study from the NYC science and social studies scope and sequence as well as the Common Core Learning Standards. The ESL program introduces content that is grade-appropriate and focuses on building students' english language proficiency based on individual language needs. Students participating in this program are given the opportunity to explore language through content using non-fiction text, visuals, discussion and technology.
11. What new programs or improvements will be considered for the upcoming school year?
- As an improvement plan for the upcoming school year, P.S. 142 has added a new program through the Child Mind Institute, which will be addressing behavior in students up to and including first grade. By participating in this program, there is hope that while students are learning language foundation they will stay on track and focus, in turn creating an environment that will carry on through the grades.
12. What programs/services for ELLs will be discontinued and why?
- P.S. 142 does not plan to discontinue any programs or services for ELLs for the upcoming school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our ELLs at P.S. 142 are afforded equal access to all of our school programs. ELLs participate in Extended Day and Early Morning Academy. These Extended Day programs include ELA Test Preparation, where students are given strategies to be successful in testing and to enhance their English language development. Our Title III program is designed around the inquiry model, where our ELLs can guide us in content while we assist the students in reading strategies through computer-based programs, Readers Theater and guided readings. In addition we include library research skills, music and art skills. ELLs are encouraged to participate in extracurricular activities including: the dance program, Rosie's Broadway Kids, Student Government, Baseball Team, Running Club, field trips, After 3 Program (including the annual play) and the Recycling Club.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Another method of support is via instructional materials within the ESL program. The students are provided supplemental materials based on the content that is being covered in the classroom - these materials may be bilingual books and dictionaries, literature at various levels and an ELMO (document camera). In the general classrooms, students have access to Smartboards, computers and engage in computer based literacy activities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- P.S. 142 only houses a freestanding ESL program and within this program ELLs receive Native Language support through visuals, repetition, bilingual books and various dictionaries. Students are also encouraged to write in their native language as a form of expression to allow them to participate in their own way. ELLs who require special assistance or have special needs also may receive support through a bilingual paraprofessional.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- An ELL student's English proficiency does not always correspond with their grade level but services and support is geared toward their appropriate grade and language level. It is made sure that the content is always grade appropriate but at the students' 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.
- Prior to the start of school parents are contacted by the Parent Coordinator with a newsletter and some pamphlets welcoming new parents to our school. Parents are encouraged to come visit the building and are invited to take a tour before the first day of school at P.S. 142. Two parent orientations are held at the beginning of the year, on different dates and times, with refreshments. Translators are always provided and parents are encouraged to ask questions. Project Jumpstart enables our school to identify

newly enrolled students and invite them to the building to receive a tour of our facilities and the program.

18. What language electives are offered to ELLs?

We currently do not offer electives.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and 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)?

Our school does not have a Dual Language program.

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.

1 & 2. The ESL teacher attends workshops and professional development events that are led by Teachers College and works with an ELL Network Support Specialist from the Children First Network that leads monthly workshops to support the ESL teacher, general education teachers and special education teachers that have ELLs in their classroom. In addition, a number of general and special education classroom teachers receive full-day training in working with ELLs from Teachers College. Both the ESL teacher and trained classroom teachers provide turn-key training to other classroom teachers, special education teachers, cluster teachers, paraprofessionals, parent coordinator and administration during early morning P.D. sessions and on designated P.D. days provided by the DOE.

3. Every year, the school guidance counselor sends notification home in multiple native languages informing the parents about middle school fairs and tours that are occurring. The guidance counselor also holds an informational parent session and invites all the fifth grade parents. A translator is always provided. We assist parents with any questions they may have about the middle school applications and setting up tours with the middle schools they are interested in.

4. Administration at P.S. 142 identifies the staff who require the 7.5 hours of ELL training. These staff members will receive this training from training resources at our school. During weekly early-morning, 50-minute PD sessions, the ESL teacher at P.S. 142 provides classroom teachers with strategies they can use in the classroom that would engage ELLs. Both the ESL and classroom teachers are sent to multiple professional development programs that are provided by the Children's First Network. Records of all P.D. sessions are kept on file by school administration. In addition, colleagues present case studies of ELLs they are working with once a month at weekly Teacher Team meetings and observe each other as they teach ELLs in their classrooms.

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?
 1. Parents of all students, including ELLs, are invited to be directly involved in their child's learning. The last Friday of every month is Family Friday, parents are welcomed into their child's classroom to participate in their academic growth and progress. Parents are also invited to attend PTA meetings to discuss school activities, fundraisers, happenings within the school community and to meet with other parents. Translators are always provided and materials are always presented in multiple native languages. In addition, parents are invited to assembly programs performed by the students at all grade levels, when the ELLs perform they are picking up language through song and the parents do the same when they attend.
 2. Throughout the year P.S. 142 tries to hold workshops for the parents with translators and babysitting services. This year we are focusing on the needs of the unemployed and low-income families by doing so we can improve the quality of life for our students. There will be a resume workshop to assist the parents in writing their resumes and how to approach interviews. Another program we will host will be the G.E.D. ESL workshop where parents can get their high school degree, we will be providing childcare. Lastly, a financial literacy workshop will be available to parents to assist them in understanding all the details of taxes, savings and healthcare. Making them more educated citizens of the community.
 3. To evaluate the needs of the parents, the PTA president and parent coordinator reaches out to the parents to find out specifically what they could use support in. They are always available to stop and chat with the parents at anytime. Parents are asked to complete surveys during the first few PTA meetings, parent-teacher conferences or anytime they can come in. The focus this year will be assisting unemployed parents and low-income families in obtaining jobs, healthcare and basic awareness of their entitlements.
 4. To build parent involvement and parent/teacher communication, the parent coordinator creates a monthly newsletter, which will soon be translated into Spanish as well. This keeps the parents informed on monthly academic goals, activities occurring at school, content in the classroom at each grade level and events planned for the month.

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)
Rhonda Levy	Principal		11/15/13
Jaime Szymanski	Assistant Principal		11/15/13
Jackie Munoz	Parent Coordinator		11/15/13
Victoria Bader	ESL Teacher		11/15/13
Suzy Aviles	Parent		11/15/13
Stuart Pyle/Music	Teacher/Subject Area		11/15/13
Alexis McClelland/Grade 1	Teacher/Subject Area		11/15/13
	Coach		1/1/13
	Coach		1/1/01
Sharon Levanoni	Guidance Counselor		11/15/13
Dan Feigelson	Network Leader		11/15/13
Suzanne Levine	Other <u>SETSS Teacher</u>		11/15/13
Janet Decastro	Other <u>School Psychologist</u>		11/15/13
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01m142 School Name: Amalia Castro

Cluster: 2 Network: CFN 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

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.

PS 142 generates ATS reports such as the updated Parent Preferred Language Report to determine the number of written translations and oral interpretations that are needed. Periodic updates are ongoing in order to generate the most up to date profiles on home languages.

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.

Data from ATS show Spanish and Chinese are the predominant languages with 80 parents predominantly speaking Spanish and 20 parents predominantly speaking Cantonese. One family has one of two parents primarily speaking Arabic, and a second family has one of two parents speaking Wolof, an African dialect. We have a new family that speaks Tibetan as well as English. These findings are shared during faculty conferences, PTA meetings, and through articulation between various staff members such as parent coordinator, ESL teacher, classroom teachers, paraprofessionals, and school aides.

Part B: Strategies and Activities

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

We have two paraprofessionals on staff who are fluent and literate in Chinese who will translate our documents into Chinese before they go out to parents. This will meet our need of Chinese translation of all outgoing documents. In addition, paper will be purchased to facilitate trilingual communication. The Parent Coordinator will continue written translation services in Spanish. Documents will be translated as needed into Arabic, Wolof and Tibetan.

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.

PS 142 will hire an interpreter to be present at all parent functions to translate from English into Chinese and back again in order to facilitate parent communication. The PS 142 Parent Coordinator will attend parent functions to provide oral interpretation. In addition, writing supplies will be purchased to better enable parent communication at these events. These supplies include writing implements, paper and other art supplies.

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>.

Parents will receive a copy of translated versions of the Bill of Rights and responsibilities which have been downloaded into different native languages. This document covers how to access translation and interpretation services. Signs will be posted in different languages regarding translation and interpretation services and how to access them. Signs will be on prominent display in highly visible areas. Department of Education websites facilitating translation and integration services will play an integral part in school policy to service non-English speaking parents and to provide support as needed when a particular language cannot be translated by school staff.