

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

27Q042

School Name:

PS/MS 42Q-ROBERT VERNAM

Principal:

PATRICIA FINN

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PS/MS 42- Robert Vernam School Number (DBN): 27Q042
School Level: Elementary/Middle Grades Served: Pre-K-8
School Address: 488 Beach 66th St. Arverne, NY 11692
Phone Number: 718-634-7914 Fax: 718-474-7591
School Contact Person: Janet Powell Email Address: Jpowell2@schools.nyc.gov
Principal: Patricia Finn
UFT Chapter Leader: John Krattinger
Parents' Association President: Kevin Morgan
School Leadership Team
Chairperson: Diane Hewitt
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd. Ozone Park, NY 11416
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: 718-642-5770 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 611 Network Leader: Debbie Schaefer

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patricia Finn	*Principal or Designee	
John Krattinger	*UFT Chapter Leader or Designee	
Kevin Morgan	*PA/PTA President or Designated Co-President	
Natoya Venning	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Diane Hewitt	UFT	
Yael Bloom	UFT	
Sabrina Thomsen	UFT	
Ngozi Oloruntoba	UFT	
Milissa Lenihan	Parent	
C. McKenzie	Parent	
R. Drew	Parent	
Rhonda Williams	Parent	
Tiffany Fayall	Parent	
Sherrie Monroe	Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The mission of P.S. 42 is to increase academic excellence for all children by providing programs which will nurture and support their strengths and needs. Our goal is to implement a school-wide policy which will meet the expectation of the New York Common Core Learning Standards for Education and create a learning environment that will boost all of our students to grade level and above. Our purpose is to build and improve morale by instilling in our students, staff and parents a sense of respect for ourselves along with an appreciation for the diversity of the multicultural society in which we live, work and learn.

School Strengths and accomplishments:

The principal programs teacher teams to have two common planning periods each week and programs students with disabilities to allow for the most time in the least restricted environment. The principal intentionally groups some teachers in close proximity to others to allow for the sharing of best practices. Students from 27Q042 read with younger students from a co-located District 75 school. (1.3)

The principal instituted a strong positive behavior system that reminds students to "be a bucket filler, not a bucket dipper." Student voice is valued and welcomed. (1.4)

Administrators use Teachboost, an online program to plan and track informal and formal observations. This program syncs to Advance and the data is used to determine professional development priorities. The principal conducts all formal observations. Teachers collaborate with the principal and the assistant principals to develop ratings on the Danielson components after reviewing the low-inference evidence from the observations. (4.1)

As such our school has made the most progress around Tenet 3 with the development of more purposeful teacher teams; curricula adaptation to meet the needs of our Students with Disabilities and English Language Learners; using Formative and Summative Assessments for strategic short and long range curriculum planning.

Areas of Focus:

Continue to support teachers' skill in developing and using differentiated tasks.

The principal has arranged for the teachers to work with consultants to adapt curriculum and to fill the gaps in alignment with the Common Core Learning Standards and they are beginning to develop interdisciplinary units of study. Increasingly, teachers are planning collaboratively to expand the use of differentiated tasks that address the needs of all students. However, this level of task differentiation is not consistent throughout all classrooms. (1.1)

Continue to develop teachers' skill in the planning and asking of high order questions.

Classrooms are organized for learning with learning centers, materials, classroom libraries, and access to computers. However, lessons tend to be teacher directed with few opportunities for students to access the material individually. There is inconsistent utilization of higher order questioning practices. Many of the questions posed by teachers are low level requiring single word answers leading to lost opportunities for students to demonstrate higher-order thinking skills. (1.2)

Continue to develop teachers' skills in the use of formative assessments to inform instruction.

Teachers are working with consultants to develop common assessments and the school uses an online program to communicate with parents about student progress. While some teachers use ongoing checks for understanding such as 'thumbs up, thumbs down,' exit tickets, or having students show their responses on wipe off slates, they do

not consistently track these responses, or adjust instruction to take into account the quality of the responses. (2.2)

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

27Q042 School Information Sheet

School Configuration (2014-15)			
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	689
			SIG Recipient
			N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A
		# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A
		# Drama	N/A
# Foreign Language	11	# Dance	11
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	90.0%	% Attendance Rate	87.3%
% Free Lunch	91.8%	% Reduced Lunch	4.0%
% Limited English Proficient	2.9%	% Students with Disabilities	23.7%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.2%	% Black or African American	74.0%
% Hispanic or Latino	19.7%	% Asian or Native Hawaiian/Pacific Islander	1.5%
% White	2.6%	% Multi-Racial	0.8%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	4.28
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	7.1%	Mathematics Performance at levels 3 & 4	5.4%
Science Performance at levels 3 & 4 (4th Grade)	62.3%	Science Performance at levels 3 & 4 (8th Grade)	32.1%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	34.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Data gathered from the 2014 New York State ELA and Math exams showed that 65% of students scored at a level 1 on the English Language Arts exam and 72% scored a level 1 on the Math exam. Upon reviewing the Items Skills analysis report from these exams, we identified the common core standards in each subject, by grade and class that our students struggled with. Teachers selected 10 students identified from this data source to create an action plan for each student. Across the grades 3-8 students in ELA struggled with citing textual evidence in the multiple choice portion of the exam but on the written responses they demonstrated an understanding of citing text evidence. This surfaced that while we have focused on citing sources in our writing, we need to apply this to analyzing text during close reading.

In math students performed poorly in the area of Operations & Algebraic Thinking. The Math Baseline through Periodic Assessments supported our findings in the items skill analysis.

-Our school's 2013-2014 Priority and Focus School Quality Review report stated that we currently have scripted Common Core Learning Standards aligned curricula in order to establish curricular coherence- ReadyGen, GoMath, CMP3, Scholastic CodeX. Teachers need to plan out rigorous tasks that address the standards the students are struggling with and provide enrichment for those that are proficient within that standard. The shifts need to be evident in planning and instructional adjustments made failed to target the specific needs of students.

-While student work had comments to show next steps, Glow/Grow comments did not provided feedback using the language of the rubric aligned to the Common Core Learning Standards. Student need to know what steps need to be taken to become proficient in the specific standard that is being addressed.

In response to the needs of our school community we applied to the Learning Partners Program which has provided us with the structure, support and guidance we needed to transform the thinking of our staff around Designing Coherent Instruction; Effective use of time and Assessment in instruction. A lesson plan template was created and is now being used by many of our teachers to ensure attention to time; differentiation; questioning and assessments which include entrance and exit slips.

-Only the Special education subgroup made academic gains (Snapshot)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, ELA and Math achievement, as captured in New York City performance assessments will increase by 5%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional Development around looking at student work. Sessions led by the ELA Coach and Teaching Matters Consultant will guide the staff through the process of analyzing student work, using the protocol, and informing instructional practices. Professional Development led by the members of the Learning Partner Team around Lesson Planning using the document created by the team.	All teachers	September 2014- June 2015	School administrators, consultants, PLC
Parent workshops on grade standards will be conducted during the Tuesday afternoon Parent Engagement time to introduce and support the parents regarding the expectations for the grade. Parent Workshops will be provided during Parent Association and Title 1 Meetings around the curriculum.	Parents	September 2014-June 2015	School Staff
Grade team level meetings/planning sessions, and classroom evaluations	All grades	September 2014- May 2015	Teachers and administrators.
After-School Tutorial and Saturday Program Both programs will be tailored to meeting the needs of those students in grades 3-8. The After-School Program will run from Jan.-April on Wednesday and Thursday, for a total of 1 ½ hours per day. The Saturday program will take place six weeks prior to the State Exams for a total of 3 hours per day.	Grades 3-8)	January 2015- June 2015	School administrators and designated teachers.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Fountas & Pinnell Independent Reading Level Assessment
 i-Ready online diagnostic and instruction in ELA and math for Grades K-8
 New York Ready Instruction and Practice in ELA and Math for grades 2- 8.
 Writing Matters for grades 5-8
 Teaching Matters Data Tracker
 Model Teacher/Math Coach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

Tax Levy	X	Title I Basic	Title I 1003(a)	Title IIA	Title III	X	P/F Set-aside	Grants
----------	---	---------------	-----------------	-----------	-----------	---	---------------	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

February, 2, 2015- A 3% increase in ELA and Math achievement Data from Periodic Assessment Fall Benchmarks, Independent Reading Level Assessments, i-Ready Diagnostic, Student Portfolios with CCLS aligned Performance Tasks

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
----	--	--	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-1014 Measure of Teacher Practice (MOTP), evidence showed that instructional time is not being maximized due to pacing and planning of lessons.

We have the benefit of being a school that is part of the Learning Partners Program. We have gathered a lot of data around TROT- Time Really On Task. This was our focus for our Instructional Rounds on November 17, 2014 and the findings showed that time is not being utilized to the fullest during instruction.

-We have Common Core aligned curricula in both ELA and math. We want to demonstrate increased infusion of the ELA and math instructional shifts in planning and instruction.

Our Priority and Focus School Quality Review stated under Areas in Need of Improvement: planning does not show the integration of the instructional shifts and presence of rigorous tasks, learning outcomes did not fully reflect expectations of the Common Core by focusing on what students would do, not what they would learn.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of teachers will demonstrate growth in elements of designing coherent instruction, 1E, as evidenced by Observation Reports and MOTP ratings in June.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Learning Partners training. Utilize a uniform planning template and lesson plan protocols.	Designated LP Staff	September 2014-June 2015	LP Facilitator
School-Based PD on designing coherent instruction. This PD will be conducted in collaboration with and by the Learning Partner Committee members. Topics will include lesson planning; protocols for looking at student work and assessment in instruction.	All teachers	September 2014-June 2015	LP Designated Staff
All recommendations contained in written feedback forms will include specific data, derivative of the school leader's direct observations, with 1) realistic targets for improvement and 2) strategies and or methods/plans to obtain strategies that will allow the teacher to achieve the desired result(s) which may be documented at subsequent walkthroughs/observations.	All teachers	September 2014-June 2015	School Administrators
School Prototype for ELA.	All teachers	September 2014-June 2015	ELA Coach and Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

TeachBoost; Strategies that Work by Stephanie Harvey and Anne Goudvis; Learning Partner Triad; Advance Library of Resources; After-School PD in addition to contractual PD for staff; Teaching Matters Consultant

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
---	----------	---	---------------	--	-----------------	--	-----------	--	-----------	---	---------------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

February 9, 2015: 30% of teachers will demonstrate growth in designing coherent instruction as evidenced by an increase in the HEDI rating given to Component 1e on both formal and informal observations. Progress across observations are measured and displayed in TeachBoost and available for both the teacher and administrator to view.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As part of the Learning Partner Program we developed a team of teachers including one from each grade band along with the ELA Coach. Together they have shared all they have learned through the process with their colleagues and more importantly requested to be the facilitators of change within the school community. Teachers are beginning to follow the lead of their colleagues and share best practices by offering to lead Professional Development sessions and during Common Planning Time.

Reviewing Teacher Improvement Plan

-Teachers struggle with 1E- Designing Coherent Instruction, 3B-Question and Discussion Techniques

-60% of teachers struggle with 2D- Managing student behavior.

-More than half of teachers struggled with domain 2, recent summative data from observations revealed an improvement in all but one competency within domain 2.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

3) By May 2015, 75% of pedagogical staff will demonstrate movement in at least one of the three competencies; managing student behavior 2D, improve instructional questioning techniques 3B, engage students in learning 3C, and use assessment in instruction 3D.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachboost will be purchased and used as the observation tool for 2014-2015. This program provides administrators with the ability to record low-inference notes that are time stamped, connect feedback to Danielson aligned rubric, record meetings by both the administrators and the staff and communicate feedback in a timely manner.	All teachers	September 2014	School leaders
Professional development based on the aforementioned competencies will be provided by the facilitator from Teaching Matters regarding protocols for looking at student work; analyzing data; student engagement and increased rigor connected to questioning.	All teachers	September 2014- June 2015	PD Facilitators
All recommendations contained in written feedback forms will include specific data, derivative of the school leader’s direct observations, with 1) realistic targets for improvement and 2) strategies and or methods/plans to obtain strategies that will allow the teacher to achieve the desired result(s) which may be documented at subsequent walkthroughs/observations.	All teachers	September 2014- June 2015	School Administrators
Bi-annual staff retreat, taking place on a Saturday and at a location outside of the school building, focused on reviewing, reflecting and revising our Learning Partner Action Plan.	All staff	September 2014-June 2015	LPP Committee Members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
TeachBoost; Teaching Matters Consultant; Advance Library of Resources; After-School PD in addition to contractual PD for staff; Learning Partner Triad

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

6. Specify a timeframe for mid-point progress monitoring activities.

February 12, 2015: 30% of pedagogical staff will demonstrate movement in at least one of the three competencies; managing student behavior 2D, improve instructional questioning techniques 3B, engage students in learning 3C, and use assessment in instruction 3D. Data will be gathered from observation reports in Teachboost.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

One way in which we continue to grow as a school community is to strategically use the resources we have. For example, matching Paraprofessionals with Teachers and Students effectively; reassigning administrators to yield better results in supervision and support for our students and staff; hiring consultants that are multi-dimensional in their expertise and can provide both instructional and technical support around the use of data.

2013-2014 School Progress Report indicates that 63% of the teachers surveyed disagreed that order and discipline are maintained while 58% reported getting the help needed to address behavioral issues.

60% of teachers struggled in managing student behavior as indicated in the Teacher Improvement Plan.

-Priority Focus Quality Review- The school decided to maintain its focus on improving the classroom environment and to re-emphasize its Positive Behavior Intervention System program.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school leadership team (SLT) will develop, uniformly implement and systematically monitor a code of conduct for behavioral expectations resulting in a 10% reduction in suspensions and/or safety

incidents in OORS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The SLT and the principal have established a committee with a cross section of school constituents and charged with the task of designing and implementing a long term strategic PBIS program for our school.	School-wide	September 2014- June 2015	School leaders, PBIS committee
We are identifying and designing strategic interventions, such as Emotionally Responsive Practice and Partnership With Children, for one or more sub group of students that have demonstrated trends of unacceptable behavior.	Students with high suspension rates; Pre-K , KDG and 3 rd grade students	September 2014- June 2015	School leaders, PBIS committee, Partnership With Children facilitator, Emotionally Responsive Teddy Bear facilitator
All school staff members will be participating in regularly scheduled professional development which will include ongoing conversation focusing on materials shared with staff and the book titled, <u>Have you filled your bucket today?</u>	All staff	September 2014- June 2015	PBIS committee
Trained staff will turnkey Restorative Circle practices for use in classroom setting. This program is designed to build community while teaching individuals to listen to one another.	All Staff	September 2014-June 2015	Restorative Circle Facilitator and trained staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Bucket Filler supplies; Restorative Circle materials; After-School and Saturday PD for Restorative Circles and PBIS; Emotionally Responsive Practice-Teddy Bear Session; Partnership With Children

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

February 25, 2015: A 3% reduction in suspensions and/or safety incidents in OORS.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-2014 Progress report indicated that 27 parents would prefer text messages to communicate, 35 responded email, 72 responded phone. Although 89 parents said the school communicates effectively, as well as the school encourages parents to participate in their child’s education, we feel that there is room for growth.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school administrators at PS/MS 42Q, will develop mechanisms for more consistent communication with students and parents, to promote an increased awareness of 1) Academic expectations, and 2) promotional requirements as evidenced by an increase of 20% in parent attendance at school sponsored workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the
3. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
Professional Development on the use of One Green Apple, a technology based program used to capture data around student performance and provide and communicate that info with the parent while also serving as a tool for immediate and continuous engagement between the school and home.	All teachers	September 2014- June 2015	One Green Apple
Parent Workshops on the use of One Green Apple. Parents will receive training from both the school and the representatives from One Green Apple on how to set expectations for their child, monitor the students' progress, communicate with the teacher, explore the multitude of resources set up by the school to help the parent support their child.	Parents	September 2014- June 2015	School Leaders, One Green Apple
Parent Workshops focused on CCLS- in response to the new curriculum being used and the disconnect experienced by many around the math being taught, the team of coaches; teachers and administrators will provide workshops for parents both after-school and during PA and Title 1 meetings .	Parents	September 2014-June 2015	ELA and Math Coaches; Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

One Green Apple; Family Health International 360 staff and resources; Literacy and Math Coach; Cornell;

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
---	----------	--	---------------	--	-----------------	--	-----------	--	-----------	---	---------------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

February 26, 2015: 10% increase in parent attendance at a school sponsored workshop

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
---	--	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	New York State ELA State Exam, New York City Periodic Assessment, student portfolios	i-Ready Diagnostic and Instruction online support	Small group, independent, tutoring	During school Day
		Middle School Administrative Period	Small group or one-to-one	During school day
		Wilson	Small group	During the school day
		Reading Plus	Small group	During school day.
		After- School Tutorial Program	Small group, independent, tutoring Small group	After School 2 days a week
		Saturday Academy	Small group tutoring	Saturday mornings
Mathematics	New York State ELA State Exam, New York City Periodic Assessment, student portfolios	i-Ready Diagnostic and Instruction online support	Small group, independent, tutoring	During school Day
		Middle School Administrative Period	Small group or one-to-one	During school day
		After- School Tutorial Program	Small group	After School 2 days a week
		Saturday Academy	Small group, independent, tutoring Small group	Saturday mornings
			Small group tutoring	
Science	New York State Math, ELA and Science Exams, Science portfolios	Middle School Administrative Period	Small group or one-to-one	During school Day
		After- School Tutorial Program	Small group, independent, tutoring Small group	After School 2 days a week
		Saturday Academy	Small group tutoring	Saturday mornings
Social Studies	New York State ELA Exams	Middle School Administrative Period	Small group or one-to-one	During school Day

		Special Education Teacher Support Services- STARS	Small group	During school day
		After- School Tutorial Program	Small group, independent, tutoring Small group	After School 2 days a week
		Saturday Academy	Small group tutoring	Saturday mornings
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Educational Plan, Teacher Referrals, Formative and Summative Assessment Data	Counseling in Schools	Small group	During the school day.
		Partnership With Children	Whole Class, small group and one to one	During the school day 3 days a week
		Guidance Counselor	One-to-one and small group	During school day
		School Psychologist	One-to-one	During school day.

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
----------	---------------------------------	--	---	--	--------------------

Part 2: All Title I Schools

2a. 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.

2 Model Teachers have been hired.
 Consultants from Go Math, CMP3, Scholastic and Ready Gen will be providing PD sessions (in house) throughout the year to support the introduction and implementation of the new curriculum. Presently all teachers are teaching in their licensed area.

2b. 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).

Consultants from Go Math, CMP3, Scholastic and Ready Gen will be providing PD sessions (in house) throughout the year to support the introduction and implementation of the new curriculum.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Our school has a functioning School Leadership Team that involves the teachers appointed to participate in the selection of Professional Development as well as assessment measures. Teachers report back to their colleagues to share the decisions and selections that were made by the Team.

4b. 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.

Through a collaborative process, the Administration and PLC analyze , discuss and identify appropriate assessment tools and professional development needed to facilitate improved instruction. Teachers meet to discuss data from various assessments to identify patterns and trends, plan next steps and make the necessary instructional adjustments.

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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$365,716.	x	Pages 9, 12, 15, 17, 20
Title I School Improvement 1003(a)	Federal	\$16,961.	x	
Title I Priority and Focus School Improvement Funds	Federal	\$156,177.	x	Pages 9, 12, 15, 17, 20
Title II, Part A	Federal	\$153,093.	x	
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,554,131.	x	Pages 12, 15, 17, 20

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.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **PS/MS 42Q**, 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 the school and the families. The 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 the school community. **PS/MS 42Q** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC)

PS/MS 42Q in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 27	Borough Queens	School Number 042
School Name Robert Vernam		

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 Patricia Finn	Assistant Principal Nancy O'Dwyer
Coach Heather Faciano	Coach
ESL Teacher Barbara Levy	Guidance Counselor Susan Kind
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Jackie Toney
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	665	Total number of ELLs	18	ELLs as share of total student population (%)	2.71%
--	------------	----------------------	-----------	---	--------------

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	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. [i](#)

	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	16	0	0	2	0	1	0	0	0	18

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	16	0	0	2	0	1	0	0	0	18
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	2	1	1	2	2	2	3		1					14
Chinese														0
Russian														0
Bengali			1			1			1					3
Urdu														0
Arabic														0
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	1	3	2	2	3	3	0	2	0	0	0	0	18

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)	2	1	2			3	2		1					11
Intermediate(I)			1		2									3
Advanced (A)				2			1		1					4
Total	2	1	3	2	2	3	3	0	2	0	0	0	0	18

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1		1					2
8									0

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

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

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

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.
The school uses ECLAS-2 to assess the early literacy skills of primary grade students, including ELLs. However limited ECLAS-2 data exists at present for ELLs, since those ELLs given the ECLAS-2 had no phonemic awareness in English at the time of testing. The ESL teacher uses the LAB-R to assess student's early literacy skills in English and the Wilson Reading program to build ELLs early English

literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels and grades in prior years reveal that, on average, ELLs develop English language proficiency in speaking and listening before they develop that proficiency in reading and writing. These patterns are based on data from the LAB-R and the NYSESLAT.
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 [AMAQ tool](#))
Necessary reports not available as of 9/27/13.
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?
 - a. Based on the limited data available, ELLs are testing at the same level in tests taken in English as in tests taken in their native language.
 - b. The school has not administered the ELL Periodic Assessments.
 - c. The school has not administered the ELL Periodic Assessments. Native language supports include bilingual dictionaries and content area glossaries; google translation program and bilingual websites; bilingual textbooks, and bilingual teachers, paraprofessionals and classmates.
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](#))
Classroom teachers consult with the ESL teacher for classroom enhancements based on data they have collected regarding an ELL. Such enhancements include differentiated instruction, providing multiple entry points into lessons for students, grouping students for instruction. The school began instituting the RtI framework for differentiated instruction in October, 2013, so it is too soon to describe established procedures.
PS/MS42's RTI plan is based upon the template distributed by the NYC Dept. of Education.
Following the review of a student's assessment data, (formal and informal), the RTI Plan is completed by the classroom teacher, for any student who shows sign of struggling academically. The RTI team meets every three weeks and discusses struggling students, and it is then determined who will receive what services. A notification letter is sent to the parent informing them of the type of intervention service their child will be receiving. The parent must sign consent in order for the child to receive services. Along with the permission slip, a letter explaining the three different types of intervention is sent home. Tier 1 - receives rigours instruction that occurs in the classroom and delivered by the gen ed. teacher. Tier 2 refers to small group instruction for those students making adequate progress. Tier 3 provides individualized and customized interventions to students. .
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers scaffold lessons by grouping ELL students with English proficient classmates who also speak the ELLs' native language; whenever possible; students are provided bilingual materials; access is provided to online translation programs; visual, auditory and kinesthetic materials are available whenever possible
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?Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success has been determined primarily through NYSESLAT results, looking at the number of ELLs testing proficient or improving from previous test levels. Based on the results of the 2013 NYSESLAT, % of the students improved at least one level of English proficiency and % of the students remained at the same level as the previous year's results. Various other forms of assessment, both formative and summative, are used by classroom teachers, cluster teachers and the ESL teacher, as well as monitoring student progress through informal methods. Such forms include teacher observation, end of unit assessments, writing assessments, listening and speaking assessments, and Wilson phonemic assessments.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When every student, new to the NYCDOE, registers at PS/IS 42Q, the parent is given a registration packet to complete, which includes, among other forms, the Home Language Information Survey (HLIS). If the parent or guardian demonstrates that they speak a language other than English, the certified ESL teacher is called to the main office to assist in completing the HLIS and to conduct an informal interview. The ESL teacher speaks English and some French; if a translator is needed for other languages, a bilingual teacher or paraprofessional is also called to the main office or the Translation and Interpretation Office is contacted to conduct translation over the phone. If, based on the HLIS responses and the informal interview, the ESL teacher determines that the student is eligible to take the LAB-R test, she meets with the parent that same day for the ELL parent orientation. In prior years, parents were mailed an eligibility letter and invited to the parent orientation at a later date. Unfortunately, parents consistently failed to attend this meeting. Conducting the orientation when the parent is already at the school insures that they receive the information and understand their parental choice..
Within 10 days of registration, the ESL teacher administers the LAB-R to the student. If the results, graded by hand at the time of testing, indicate that the student is not proficient in English and speaks Spanish, the ESL teacher and a pedagogue who is fluent in Spanish and trained to give the Spanish LAB administer that test to the student within 10 days of registration..
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. On the day of registration, after the ESL teacher and translator, if needed, conduct the informal interview with the parent and child, they then present the ELL parent orientation. Based on prior years' experience, proceeding in this manner guarantees that the parent receives the necessary information to enable them to understand and make their parental choice. This timing also ensures that the orientation occurs within 10 days of registration. The parent watches the orientation video in their native language which describes the available programs for English Language Learners, and is also given a parent brochure printed in English and their native language. The parent is provided with a translator when necessary. The information is designed to enrich the parents' understanding of the available three programs (Transitional Bilingual, Dual Language, Freestanding ESL) and facilitate their ability to make a sound educational decision as to which program will best meet the needs of their child. Having reviewed the information and discussed any questions about the different programs with the ESL teacher and the translator, the parent completes the Parent Survey and Program Selection forms. If the parent chooses the Traditional Bilingual program, they understand their right to transfer to another school where the preferred program is available. They understand that their preference will be kept in a secure file, and, when there are 15 students registered within two contiguous grades whose parents have chosen TBE as their program preference, the parent will be informed that a bilingual class is available. Within ten days of the student's registration, the LAB-R is administered by the ESL teacher to determine the student's level of English language proficiency. Should the student be identified as having limited English proficiency based on the LAB-R results, the parent is mailed an entitlement letter (in English and in the identified native language). If, in addition, the student's first language is Spanish, a Spanish bilingual pedagogue assists the ESL teacher in administering the Spanish LAB to the student. Contact with the parent continues with phone calls, email and printed notes home.
4. 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 [\[see tool kit\]](#).)
The school ensures entitlement letters are distributed by mailing such to the parent or guardian, and that the Parent Survey and Program Selection forms are returned by conducting the orientation and having the forms completed on the day of registration. The ESL teacher then securely files those forms in the ESL classroom.
5. 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.
Based on the LAB-R results, a student is determined to be eligible for ELL services or not. If the parent has listed TBE as their first

choice, it is explained to the parent with the translator's help, that they have the right to transfer to an available TBE or Dual Language class in another school. If they choose to keep their child enrolled at PS/MS42 and in the freestanding ESL program, then they are told that their forms will be securely kept on file and, when there are 15 students registered within two contiguous grades whose parents have chosen TBE as their preference, they will be contacted and offered the opportunity to enroll their child in the TBE program. Parental choice is entered in ATS on the ELPC screen within 20 days of registration.

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

The ESL teacher first prints the RLER report from ATS to ensure that all eligible ELLs are tested. She then creates a schedule for administering each of the four sections to each of the grade levels and distributes that schedule to the classroom teachers. At the scheduled time, the ESL teacher picks up the designated students and brings them to the ESL classroom. Records are kept of any absences and the testing schedule includes time for make-ups.

7. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

The percentage of new families making ESL their primary choice of program has increased over the past few years. Of the three new families registering in the fall of 2013, two gave ESL as their first choice and one gave TBE as their first. In the past two years, of the eight families who newly registered, five listed TBE as their first choice and two listed ESL as their first. Parents understand their right to transfer to another school where a preferred program is available. If they decide to remain at PS/MS42, they understand that their child will be placed in the existing free-standing ESL program. They also understand that their preference will be kept in a secure file, and, when there are 15 students registered within two contiguous grades whose parents have also chosen TBE as their program preference, the parent will be contacted that a bilingual class is available. All parents have indicated their understanding and approval of this procedure.

Within ten days of the student's registration, the LAB-R is administered by the ESL teacher to determine the student's level of English language proficiency. Should the student be identified as having limited English proficiency based on the LAB-R results, the parent is mailed an entitlement letter (in English and in the identified native language). If, in addition, the student's first language is Spanish, a Spanish bilingual pedagogue assists the ESL teacher in administering the Spanish LAB to the student. Within 20 days of registration, the ELPC screen in ATS is completed by the ESL teacher.

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])?
 - a. Elementary general education classes are self-contained. Instruction is delivered utilizing Collaborative Team Teaching, Self-Contained 12:1:1, and SETTS. General education classes in the middle school is departmentalized.
 - b. ESL instruction is primarily delivered through the pull-out model, with homogeneous groups that include 2 or 3 contiguous grade levels.
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)?

Explicit ESL instructional minutes are delivered by the certified ESL teacher, who picks students up to ensure the service is rendered as directed by CR Part 154. Beginning level ELLs receive 360 minutes of ESL instruction per week. Intermediate level ELLs also receive 360 minutes of ESL instruction per week. Advanced level ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.

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.

Content area instruction is primarily provided by the classroom teacher; the curriculum meets the demands of the Common Core Learning Standards as the entire school has adopted texts approved by the NYC BOE to be aligned with the Common Core Standards. This includes ReadyGen and Go Math for Kindergarten to 5th grade and Code X and CMP3 (Math) for grades 6th to 8th. Teaching practices focus on the Literacy, Math, Science and Social Studies Prototypes. English is the predominant language of instruction, supplemented by those teachers and paraprofessionals who are bilingual in the student's home language. Scaffolding and differentiated instructional techniques are widely implemented, and there is a strong focus on vocabulary across the grades. Tasks are consistently modeled and students' prior knowledge is accessed and incorporated. When available, students are provided with bilingual content area glossaries, bilingual textbooks, bilingual dictionaries, picture and bilingual picture dictionaries, native language books and articles. The ESL teacher builds students' dictionary and reference skills. Students are grouped with peers who can provide native language support and/or academic support. Pairing and small group interaction is critical to raising the proficiency of English learners who are mainstreamed into an English only general academic environment. English and bilingual posters, video, visual and manipulative aids, and realia are used whenever possible to support and facilitate comprehension. In Math building mathematics problem solving skills relies heavily on reading comprehension. ELLs will focus on literacy to assess the type of computational skills needed to solve a problem out of what they have studied. Writing tasks will provide a guided answer format that will simulate that of the New York State Exam. Familiarity with the structure of the exam will lessen the anxiety that such testing situations can create.

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

Spanish-speaking, newly admitted students who do not test English proficient on the LAB-R are given the Spanish LAB as well. ELLs who are literate in their home language are provided with native language tests when available. If not available, a translator has been brought in to translate the standardized tests for the students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Every ELL is administered all four sections of the NYSESLAT exam in the spring each year until they test proficient in all four modalities. During the year, the ESL teacher conducts daily and weekly assessments of all four modalities using observations, quizzes, writing tasks, and listening and speaking tasks. Classroom teachers administer formal and informal assessments as part of the curriculum and annual and periodic standardized assessments.
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).

Instruction is differentiated in the following ways: To meet the needs of SIFE students when enrolled, the ESL teacher pulls out small groups of two to four students and provides explicit instruction in the five components of reading: phonemic awareness, phonics, fluency,

vocabulary, and comprehension. As much native language support as possible is included, and as the student progresses, explicit instruction in writing is added.

Newcomers are placed in a classroom with a teacher and/or classmates fluent in the new student's native language; the native language glossaries available from the New York State Education Department website are printed and placed in the classroom as well as in the ESL classroom; the ESL classroom has Spanish, Haitian Creole, and Arabic bilingual dictionaries as well as picture dictionaries. The ESL teacher uses computer programs (both online and on cd-rom) which translate and read aloud. Instruction is focused on building the newcomer's understanding of English phonics, syntax and vocabulary, with the strongest emphasis first on listening and speaking skills in both academic and social language.

For the few ELLs who have received service for 4 to 6 years (this year there are two such students, one of whom is a SWD), and when there are long-term ELLs, the instructional plan stresses development of vocabulary and higher-order thinking skills, using challenging content, in order to help ELLs use English to think critically, solve problems, and communicate in their classes. As with other ELL subgroups, data from standardized tests and classroom assessments provide information regarding particular deficiencies on which to focus, and the goal of ELLs becoming proficient English learners is pursued through the use of ESL strategies: scaffolding - modeling, bridging, schema building, contextualization, and text representation; role-playing and dramatization; multimedia support; kinesthetic engagement; small group instruction; conferencing with students; informal assessments, and focus on literacy and academic language.

ELLs reaching proficiency on the NYSESLAT within the previous two years are monitored by the ESL teacher through their classroom teacher. When requested by either the student or the classroom teacher, the ESL teacher will conference with the student before, or after school or during the student's lunch period. In addition, the classroom teachers and testing coordinator are alerted to the fact that these students receive testing modification of time and a half for two years after reaching proficiency.

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?

Teachers of ELL-SWDs use the following to provide access to academic content areas and accelerate English language development: modeling, visual, auditory and kinesthetic methods, charts and graphs, technology, rephrasing and repetition. Grade level materials include the curriculum followed by general education classes, such as ReadyGen for grades Kindergarten to 5th and Code X for grades 6th to 8th. This school year all teachers administered a Learning Style Survey for their class. Teachers differentiate instruction using the data provided from the Learning Style Survey, Google doc., which allows teachers to focus on each students' strengths and weakness. Teachers also utilize ARIS which offers differentiation strategies for particular students.

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?

The school enables diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by having the ESL teacher create her schedule based on data analysis and students' schedules. This allows ELL-SWDs to receive ESL services with their general education peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

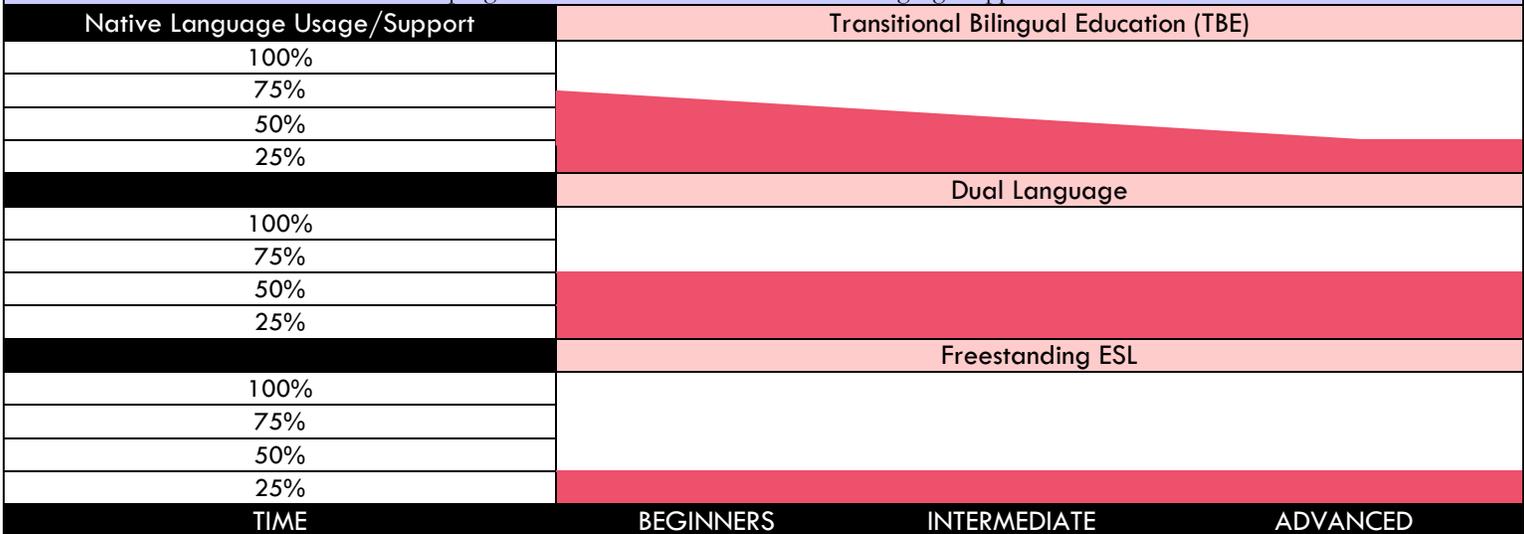
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
- Teaching practices integrate academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. Oral and written skills development is integral to this. ELLs participate in targeted intervention programs such as Wilson Reading program, Resource Room, Extended Day, New York Junior Tennis League After-School Program, Bucket Fillers - a school-wide behavioral management program, and an after-school homework program open to ELLs and former ELLs. All programs are conducted in English with native language support available from bilingual teachers and paraprofessionals, bilingual dictionaries and picture dictionaries, bilingual content area glossaries, internet translation programs, and bilingual texts when available.. PS/MS 42Q also offers a Saturday program which will be starting in January, this program runs until the Sate Exams have been administered. SASF is a grant which offers students 1 1/2 hours of tutorial academic services and 1 1/2 hours of sports four days a week.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Based on the results of the 2013 NYSESLAT exam, the ESL program at PS/MS42 has proven to be effective for every ELL. Eighteen percent of the ELLs tested proficient; 55% of the students improved either one or two levels, and 45% remained at the same proficiency level. No student declined from their 2012 proficiency level.
11. What new programs or improvements will be considered for the upcoming school year?
- Budgetary constraints do not allow for new programs or improvements this year.
12. What programs/services for ELLs will be discontinued and why?
- NA
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Extended Day, after-school homework program for ELLs and former ELLs, and New York Junior Tennis League After- School Program provide small group instruction and interaction.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- These are the instructional materials used to support ELLs:
- laptop computers
 - Playstation III
 - Language for Learning series
 - Wilson Language program materials
 - Empire State NYSESLAT series
 - WriteSource series
 - TrueFlix (online animated books with text read aloud)
 - www.samsonclassroom.com (sight words, spelling, and reading comprehension)
 - www.starfall.com (phonics, early math and literacy skills)
 - Reading Horizon program
 - Reading Rods with Reading Mentor
 - Heinle Picture Dictionary and workbooks (Beginning and Intermediate)
 - Heinle Children's Picture Dictionary and workbook
 - Longman Study Dictionary
 - Longman Dictionary of American English
 - variety of primary, elementary and children's dictionaries
 - Harcourt Picture cards
 - www.Teacherfilebox.com
 - www.superteacherworksheets.com
 - Recorded Books
 - Sight Word Buddy (computer application)
 - Math manipulatives
 - Miscellaneous realia
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is offered by those teachers and paraprofessionals who are bilingual in the student's home language.

When available, students are provided with bilingual content area glossaries, bilingual textbooks, bilingual dictionaries, picture and bilingual picture dictionaries, native language books and articles. Students are also grouped with peers who can provide native language support and/or academic support.

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

While all ELLs benefit from phonemic awareness work, young students in the primary grades encounter this material in the classroom as well as with the ESL teacher. The younger students make use of websites such as Starfall.com and Samson's Classroom, and the plethora of materials that can be downloaded and printed. Older students are accommodated in the Wilson Language and the Reading Horizon programs with materials designed for them. Along with supporting ELLs academically, these programs support socialization skills. They are offered the opportunity to feel as part of the school community.

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.

New ELLs are provided a school tour by the ESL teacher, introduced to their classroom teacher and to students who speak their native language. For a day or two, immigrant students usually accompany the ESL teacher if they indicate strong apprehension of the new surroundings.

18. What language electives are offered to ELLs?

There are no language electives at this time in the school.

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)?

NA

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.

The certified ESL teacher attends monthly professional development conducted by the CFN. She also has attended workshops offered teachers of English language learners several times a year. Professional Development participation includes new teachers, the ESL teacher, reading and math teachers, special needs teachers, classroom and subject area teachers, Assistant Principals, as well as members of other constituencies. All staff receives professional development designed to support the implementation of the Chancellor's Initiatives and regional and school goals for the instruction of ELLs. The school's payroll secretary maintains a record of professional development hours. The entire teaching staff at PS/MS42Q participate in weekly professional development regarding the Common Core Learning Standards. After school workshops as well as summer workshops have also been offered to the staff.. Teachers are provided with specific strategies and support structures to enhance academic instruction.

School leadership provides professional development to all guidance counselors and staff members. Guidance Counselors with the assistance of the teaching staff hold monthly Town Hall Meetings which focus on the High School Application process, Specialized High School Exam, Auditions for High Schools, completing working papers, bullying, and sexual harassment- student to student, They also conduct focus groups which will assist them in understanding and assimilating into the American culture.

The ESL Teacher will provide professional development - 7.5 hours of ELL training for staff members. Staff members would receive information in areas pertaining to ELL's such as; the identification process, the Four Stages of Language Acquisition, instructional strategies to enhance teaching and learning and the NYSESLAT. The school secretary maintains all payroll information regarding professional development hours. There is a Professional Development binder kept in the principals office which contains all professional development agendas and sign in sheets.

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?
5. Written communications, including progress reports, meeting notices, brochures and fliers, are sent home to parents in English and translated versions where applicable. There is an active Parents' Association. Ms. Finn, the Principal has an open door policy and parents are welcome to visit.
Some CBO's PS/MS 42 partners with are Harlem Magic, American Caner Association, SASF, NYJTL, Rockaway Youth Task Force, and Go Red.
The Parent Coordinator supports efforts to involve parents in the school and community. Interpreters such as our paraprofessionals, and other school personnel, facilitate communication with parents in native language where available.
PS/MS 42 evaluates the needs of the parents through the Parent Coordinator, learning environment surveys and Parent Association meetings. The ESL teacher along with two bilingual paraprofessionals have begun to conduct a monthly meeting with parents of ELLs to learn of and address their concerns, to plan activities, and support parents in participating in their children's education.

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)
Patricia Finn	Principal		1/2/14
Nancy O'Dwyer	Assistant Principal		1/2/14
Jackie Tonney	Parent Coordinator		1/2/14
Barbara Levy	ESL Teacher		1/2/14
	Parent		1/2/14
	Teacher/Subject Area		1/2/14
	Teacher/Subject Area		1/2/14
Heather Faciano	Coach		1/2/14
	Coach		
Susan Kind	Guidance Counselor		1/2/14
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **27@042** School Name: **The Robert Vernam School**

Cluster: **6** Network: **611**

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.

The data used to assess our school's written translation and oral interpretation needs come from the Home Language Identification Survey. Specifically, the bottom section which asks the parents in what language they would like to receive oral and written communication from the school. For parent letters, our school used the schools.nyc.gov website.

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.

According to the Home Language Identification Surveys completed by parents at registration, Spanish is the dominant foreign language spoken by families at PS/MS42. Bengali is the second most spoken foreign language. This information was reported to the school community via a complete list of all ELLs which included their official class number, their entry date into NYC schools, and their home language.

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.

For our Spanish speaking families, we have many staff members who can provide in-house translation services. For other languages, we can utilize the DOE Translation Service via the procedures listed on their website; (<http://schools.nyc.gov/Offices/TranslationService/Default.htm>)

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.

For our Spanish and Bengali speaking families, we have many staff members who can provide in-house interpretation services. For other languages, we either utilize our translation/interpretation funding allocatin for on-site, school based events, or we can utilize the DOE Over-the-Phone Interpretation Service via the procedures listed on their website. (<http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm>).

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

PS/MS42 will mail home and/or send home with each appropriate child, a copy of the Bill of Parent Rights and Responsibilities (as found at: <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>) translated into the appropriate covered language. PS/MS42 will prominently display signs in the covered languages which indicate the availability of interpretation services at the main entrance (signs are found at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>). PS/MS42 will inform parents that they can access the DOE website for materials translated into the covered languages at any time.