Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **25Q242**

School Name: **LEONARD P. STAVISKY EARLY CHILDHOOL SCHOOL**

Principal: **PATRICIA COSTA**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Early Childhood School Number (DBN): 25Q242

School Type: Public Grades Served: K-3

School Address: 29-66 137th Street, Flushing, NY 11354

Phone Number: 718-445-2902 Fax: 718-939-7751

School Contact Person: Email Address:

Principal: Patricia Costa

UFT Chapter Leader: Roseanne DiPiano - designee for Vanessa Romano

Parents' Association President: Hesty Shiu

SLT Chairperson: Roseanne DiPiano

Student Representative(s):

District Information

District: 25 Superintendent: Danielle DiMango

Superintendent's Office Address: 30-48 Linden Place Flushing, New York 11354

Superintendent's Email Address: DDiMang@schools.nyc.gov

Phone Number: 718-281-7605 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis

Network Number: 207 Network Leader: Felice Lapore

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 Comprehensive Educational Plan (CEP) 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:

1. 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*.
2. 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.**
3. 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 Costa	*Principal or Designee	
Roseanne DiPiano – designee	*UFT Chapter Leader or Designee	
Hesty Shiu	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Elizabeth Piaser	Member/Teacher	
Jacklyn Yang	Member/Teacher	
Barbara Reiss	Member/Teacher	
Zizi Durkovic	Member/Parent	
Grace Chen	Member/Parent	
Rachel Baltadano	Member/Parent	
Sandy Cao	Member/Parent	
	Member/	
	Member/	
	Member/	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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	
1.	**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.
2.	**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	**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.
4.	**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.
5.	**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.
6.	**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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

School Vision and Mission: **P.S. 242 is a unique and inviting early childhood school where diversity is celebrated and students excel. Our hard working staff is dedicated to providing a safe, nurturing, and intellectually stimulating environment where every child, including English Language Learners, and students with special needs, will achieve high academic standards while developing a positive self image and good citizenship. Administration and teachers work together, and with parents, to implement highly effective, standards-based, balanced literacy, math, science, social studies, arts, and physical education instructional programs that maximize student engagement and learning. Our shared vision is to continuously grow together as a vibrant community of learners focused on student achievement. Our mission is to ensure that every child and adult in our community has the opportunity and the resources to do their best and to achieve high levels of personal and professional success.**

Our school is located in the Linden Hill section of Flushing and serves a population of 400 students in pre-kindergarten through grade three. The school population draws from the entirety of District 25 and the families we serve represent many cultures and languages, predominantly Asian and Hispanic, many of whom are recent immigrants. Our community is international with almost 70% of our students coming from homes where English is spoken as a second language. Almost one half of our incoming students receive extra support for learning English. Adding to our diversity, 17% of our students have Individualized Education Plans and receive expert academic and related services support during the school day. One class on every grade is an Integrated Team Teaching class serving students with special needs together with general education students in an integrated setting. Our commitment to differentiated instruction supports students of all ability levels in every classroom. Intervention experts provide academic support and/or enrichment in school-day and after-school programs to meet the individual needs of every student so that each has the opportunity to achieve their personal best.

Our engaging arts and writing curriculums support student creativity and personal expression. We collaborate with *Young Audiences of New York* and *Studio in a School* to provide a rich arts curriculum where music, dance and visual artists work with students and teachers in ongoing classroom based residency programs. Monthly performances add richness and diversity to the curriculum. Our many year collaboration with *Columbia University's Teachers College Reading and Writing Project* has created a strong reading and writing curriculum supported by expert on and off-site professional development for all teachers. All our teachers are continually learning and collaborating to provide the richest educational experience for all students. All are highly qualified,

licensed and certified and have more than five years of teaching experience and hold a Masters Degree or higher. Our commitment as a community of educators is to support all students and adults in developing the skills to think critically, to communicate effectively, and to become active, thoughtful, and successful citizens of the world.

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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school's strengths and needs relative to this Capacity Framework element (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 2013-2014 New York State English Language Arts exam results for grade three the majority of students, particularly English Language Learners (ELLs) and Former ELLs, scored lower than would be anticipated based on their independent reading levels. Analysis of this data, as well as of our on-demand writing tasks and running record data for grades K through 3, suggests that many of our students have trouble using vocabulary, inference, and context clues to make meaning and in accessing complex language structures.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
In order to improve vocabulary acquisition and comprehension, we will embed the use of juicy sentences and shades of meaning strategies into daily language instruction so that by June 2015 75% of students will meet or exceed grade level benchmarks as measured by the Teachers College Reading Writing Project (TCRWP) running record assessments.

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)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
ELA and ESL teachers will continue to collaborate in teams to study, plan, refine, and implement sequenced lessons and daily learning opportunities to engage students in more effective language development practices, including "fancy words", "shades of meaning", "juicy sentences" and using context clues to develop vocabulary and comprehension.	Teachers	September 2014-June 2015	Classroom teachers, AIS providers, and ESL team
ELA and ESL teachers will engage in professional development provided by Network Support Specialists, TCRWP staff developer, and OEL to build capacity and develop resources and strategies to support instruction, including lesson and unit plans, Total Physical Response	Teachers	September 2014-June 2015	Network Support Specialists and outside

(TPR) strategies, and instructional materials (i.e.: books, juicy sentences, fancy words, word walls with visual aids, charts, checklists, and assessments.)			Consultants
ELA and ESL teachers will participate in cross school professional development with Network Support and Consultants to further develop effective instructional strategies and systems to support language development	Teachers	September 2014-June 2015	School Leaders
Parent Engagement: Monthly Parent as Learning Partners classroom demonstrations followed by parent workshops in all curricular areas conducted by cross grade curriculum-based teacher teams provide support to parents to help their children's learning at home, and in understanding the more rigorous expectations of the new CCSS. Regularly scheduled parent meetings and workshops including PTA and SLT meetings, student and professional performances, class trips, and reading and writing celebrations and publishing parties, where curriculum and instruction information is shared and explained. Open School weeks, parent-teacher conferences, and an Open Door Open School Policy encourage parents to be part of the classroom and school experience. Access to materials and resources including offsite parent workshops at Teachers College Reading and Writing Project. Online resources on our school website, DOE, ARIS Parent Link, and TCRWP websites are available to parents for in-school and/or at-home use to support their child's learning and to monitor student progress. Monthly class and/or grade specific newsletters posted on our website and backpacked provide information on Units of Study, assignments and performance tasks, and explain what students are learning.	Parents	September 2014-June 2015	Teachers, School Leaders
Trust: Transparency across all of the work that we do parents and students in grades K- to monitor student progress	School Leaders, teachers	September 2014-June 2015	Teachers, School Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Classroom and ESL Teachers, paraprofessionals, student teachers, and administration; instructional materials including rich fiction and nonfiction content area books aligned to the students reading levels and the units of study, online video and other resources, charts, sentence strips, markers, pocket charts, etc.; per diem funding for substitute teachers, as well as weekly schedule adjustments to accommodate teacher study and classroom and school inter-visitation.

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 IIA**	X	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Per session / Per Diem to support on-site and off-site professional development and teacher planning. TL funding for Curriculum and Staff Development Consultants and Network support TL funding for instructional materials									

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.				
By March, frequent, formative classroom observations and review of curriculum maps and lesson plans will document that all teachers are implementing two or more of the above named strategies at least twice per week. By March, teacher created checklists will document that students are using the vocabulary and language structures taught in their speaking and writing. TCRWP reading and writing levels will be monitored bi-monthly to document student progress				
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.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 4. Summarize your school's strengths and needs relative to this Capacity Framework element (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.
An analysis of our school programs and schedules, as compared to the Academic Policy guidelines, and Developmentally Appropriate Practice for Early Childhood, reveals a need to provide increased opportunities for all of our students to engage in the Arts, Physical Education and playful activities and lessons to support the development of positive social emotional development and the strong social and communication skills that will ensure success as they move up the grades leading to college and career readiness.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
In order to support social emotional development, we will increase the amount of time students spend engaged in arts activities, movement, and social activities which will result in a minimum of 75% students meeting or exceeding proficiency on New York State ELA and Math Assessments.

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: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**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 activity/strategy?*
Teachers, Paraprofessionals and School Aides will engage in professional development focused on Developmentally Appropriate Practice and Social Emotional Development.	Teachers	September 2014-June 2015	All staff
Schedules will be created that ensure adequate time for students to engage in recess and center time and support staff will receive training and support to create positive social environments.	Teachers	September 2014-June 2015	All staff
Teachers, Paraprofessionals and School Aides will receive training in positive behavior supports provided by our Guidance Counselor and a school wide initiative will be implemented.	Teachers	September 2014-June 2015	All staff
Teachers, Paraprofessionals and School Aides will engage in professional development on Move to Improve and Adventure to Fitness to incorporate movement and music into daily instruction.	Teachers	September 2014-June 2015	All staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Guidance Counselor, school aides, professional development for teachers in Move to Improve

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 IIA**	X	**Title III**		**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: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.				
By March 2015, well will see a minimum of 50% of students reaching proficiency on benchmark ELA and math assessments				
Part 6b. Complete in **February 2015.**				
11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. 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.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 14. Summarize your school's strengths and needs relative to this Capacity Framework element (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.
An area for improvement identified through our Quality Review and the School Survey was a need for structured systems to assist in the alignment of instruction to the goals of the school in order to ensure curriculum and instructional coherence across and within grades. Teachers are developing a system to share resources electronically and online to assist them in planning and implementing highly effective instruction aligned with the Common Core Learning Standards (CCLS) and including strategies for differentiation.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
In order to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, teacher teams will collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards and create opportunities that challenge students to perform at higher levels of learning and integrate learning from a variety of sources so that by June 2015 75% of students will meet or exceed proficiency on the New York State ELA and Math assessments.

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: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	**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 activity/strategy?*
Cross Grade Curriculum Teams and Grade Level Teacher Teams will engage in weekly planning practices to improve cohesiveness amongst grade level teams by online sharing of unit and lesson planning utilizing "Google.docs" to consistently update and share instructional decisions and successes on their curriculum maps.	Teachers	September 2014 – June 2015	All teachers, paraprofessionals, Administration
Core Team teacher leaders will support staff in using Google docs as a consistent practice to improve curriculum planning and cohesive instruction and increase differentiation of lessons.	Teachers	September 2014 – June 2015	All teachers, paraprofessionals, Administration
Core Team teacher leaders will support staff in analyzing student work, developing differentiated instructional strategies based on what they learn, and engaging in inquiry to determine efficacy of the strategies and develop next steps. Results will be shared on Google Docs.	Teachers	September 2014 – June 2015	All teachers, paraprofessionals, Administration,

Core Team teacher leaders will engage staff in aligning Unit and lesson planning with the Danielson Framework and Quality Review criteria.	Teachers	September 2014 – June 2015	All teachers, paraprofessionals, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers, paraprofessionals, student teachers, and administration; TCRWP staff development; Network Support Lead Teacher support; Technological support including laptops, Smart Boards, I Pads for teacher use and support using applications including Google Docs and Confer App, etc. ; CUNY Technology intern; online video and other resources; per diem funding for substitute teachers, as well as weekly schedule adjustments to accommodate teacher on and off-site study and classroom and school inter-visitation.

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 IIA**		**Title III**		**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: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
By March 2015 a minimum of 60% of students will meet proficiency level as measured by benchmark ELA and math assessments. Evidence of teacher work and progress will be shared on Google Docs.				
Part 6b. Complete in **February 2015.**				
21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. 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.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 24. Summarize your school's strengths and needs relative to this Capacity Framework element (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.
Analysis of student performance in ELA and Math as compared to the more rigorous Common Core State Standards for ELA and Math reveal a need to develop more effective and differentiated teaching strategies, especially questioning and discussion techniques, to engage all students, including students with disabilities and English language learners, in rigorous critical thinking and problem solving lessons and activities that support them in making inferences using text evidence to explain their thinking when speaking, reading, writing and solving problems. All Teachers engaged in self-assessment using Danielson's Framework for Teaching and the majority identified Questioning and Discussion Technique (3b) as an area for growth they would focus on developing during the 2014-2015 school year

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015 all teachers will demonstrate progress toward the development of a shared understanding of instructional excellence, and improved effectiveness, specifically related to Questioning and Discussion Technique (3b) as assessed based on Level of Performance rubrics of Domain 3: Instruction, of Danielson's Framework for Teaching resulting in 65% of teachers achieving effective or higher in 3B as measured in Advance and at least 75% students meeting grade level standards for ELA and Math as measured by State Assessments and NYC Performance Assessments

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: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	**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 activity/strategy?*
Teachers will engage in professional development using Danielson's Framework for Teaching with a focus on Domain 3: Instruction and especially 3b: Questioning and Discussion Techniques. Teachers will attend TCRWP calendar days and participate in on-site professional development by TCRWP staff developers that focuses on questioning and discussion techniques that support student discourse and	Teachers	September 2014 – June 2015	All teachers, paraprofessionals, Administration, TCRWP and Network staff developers

comprehension.			
All teachers will develop, plan and incorporate Depth of Knowledge questioning and discussion techniques into all subject areas.	Teachers	September 2014 – June 2015	All c teachers, paraprofessionals, Administration, TCRWP and Network staff developers
Teachers will self-assess and peer-assess their practice and monitor progress using the Level of Performance Rubrics for Domain 3b as a lens.	Teachers	September 2014 – June 2015	All teachers, paraprofessionals, Administration, TCRWP and Network staff developers
A Learning Plan will be collaboratively developed, implemented, and supported through school based and off-site professional development including TCRWP and Network Instructional Support Specialists, classroom and school inter visitation, collaborative inquiry, and frequent formative observation and feedback by administration	Teachers	September 2014 – June 2015	All teachers, paraprofessionals, Administration, TCRWP and Network staff developers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers, paraprofessionals, student teachers, and administration; TCRWP staff development; Network Support Lead Teacher support; instructional materials including rich fiction and nonfiction content area books aligned to the students reading levels and the units of study, online video and other resources, charts, sentence strips, markers, pocket charts, etc.; per diem funding for substitute teachers, as well as weekly schedule adjustments to accommodate teacher on and off-site study and classroom and school inter-visitation.

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 IIA**	X	**Title III**		**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: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
By mid-February 2015 50% of teachers will achieve a rating of effective or higher in 3B as measured in Advance and at least 60% students will be meeting grade level standards for ELA as measured by Running Records and Math as measured by end of unit assessments.				
Part 6b. Complete in **February 2015.**				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. 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.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 34. Summarize your school's strengths and needs relative to this Capacity Framework element (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.
Our school community is rich in cultural diversity with Chinese, Korean, or Spanish the dominant language for the majority of families. Many of our families are recent immigrants and a full 45 percent of our students are identified as English Language Learners. To support student progress and well-being we need to ensure that parents learn about curriculum and instructional practices and expectations in the language they understand and that they receive support to help their children learn and make progress in all curriculum areas. It is equally important that all parents know that their culture and language are valued, shared and represented in our school community.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
In order to collaborate with families as full partners in the learning and development of their children we will provide monthly, appropriate information to families about the instructional programs and relevant topics in a culturally appropriate manner and in the family's native language so that by June 2015 there will be an increase of 30% in the number of parents in attendance at Monthly Parents As Learning Partners meetings, school wide performances, Family Literacy, Math, Arts and Science Nights, and grade level and classroom art, reading and writing celebrations, and a 10% increase in the number of times parents report being invited to school on the NYC School Survey.

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: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	**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 activity/strategy?*
Cross Grade Curriculum Teams of Teachers for Reading, Writing, Math, and the Arts/PE will plan and implement monthly Parents as Learning Partners mornings. Each month will focus on a different curriculum area. Parents will be invited to their child's classroom where they will observe and participate in a hands-on classroom lesson. This classroom visit will be followed by an informative and hands on parent workshop created and conducted by Cross Grade	Families	September 2014 – June 2015	All teachers, paraprofessionals, office staff, Guidance, Administration, Parent Coordinator

Curriculum Team for that area. Bilingual staff members will be rotated through classrooms during the visits to support parent understanding and answer questions.			
Our simultaneous translation system, and staff interpreters, will ensure that all parents will hear Parent Workshop presentations, and other parent meetings, in their own language for Chinese, Korean, Spanish, and Hindi. In addition, the power point slides and handouts will be translated into Chinese, Korean and Spanish. These materials in all languages will be made available to all parents, even if they did not attend, and posted on our website.	Families	September 2014 – June 2015	All teachers, paraprofessionals, office staff, Guidance, Administration, Parent Coordinator
Monthly Grade Level Parent Newsletters describing the curriculum and instructional events and expectations will be sent home to all parents and posted online in all the languages. All events, invitations, and reminders are sent to all our parents in their language of choice via School Messenger on email, text, and phone as well as paper sent in the child's folder.	Families	September 2014 – June 2015	All teachers, paraprofessionals, office staff, Guidance, Administration, Parent Coordinator
Musical and Dance performances by arts providers and cultural organizations celebrating the variety of cultures in our school will be presented to students, and to parents by invitation, across the year. We will host our annual multicultural night in May where families share food, dress, music, dance, and customs representative of their culture.	Families	September 2014 – June 2015	All teachers, paraprofessionals, office staff, Guidance, Administration, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Interpretation and translation services, instructional and presentation supplies, Teachers, paraprofessionals, student teachers, and administration; per-diem funding for substitute teachers, as well as weekly schedule adjustments to accommodate teachers preparing and presenting workshops.

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 IIA**	X	**Title III**		**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: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
By March 2015 parent attendance at school-wide events will show an increase of 5% as evidenced by parent sign in sheets.				
Part 6b. Complete in **February 2015.**				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. 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)	Teacher recommendations Screening Tool (TCRWP RR and word lists,) Writing Assessments	RTI Model of Intervention according to School's Action Plan, based on Universal Screening and benchmark level (TC assessments) Tier 1- Core Instruction, differentiated instruction to meet the needs of at least 80% of the children in the class Tier 2-Children that have received a 2 or 1 on overall literacy assessments.-Fountas And Pinnell (LLI), and related reading materials, Fundations Tier 3- Individualized and customized intervention provided to students in a smaller group (1:1 or 1:2) with greater frequency and duration. -Fountas and Pinnell (LLI) and related reading materials, Fundations, Reading Recovery Those students not making significant progress at Tier 3 are referred for Special Ed services	**Tier 1** Guided Reading, strategy groups, partner and peer group work, one on one **Tier 2** small group-3-5 max **Tier 3** One on one, small group, 2 students max	**Tier 1** In classroom, during Literacy Block, by teacher and AIS provider. **Duration: all year** **After 6 weeks, students will be identified for Tier 2.** **Tier 2** 3-5x a week, 20-30 minutes, mostly out of classroom and during tutorial **Duration: 9-12 weeks or less** **Tier 3** 5x a week, 30 minutes **Duration: 12-20 weeks**

Mathematics	Interventions, Math Unit Assessments	Use of manipulatives guided practice repeated directions	Flexible grouping, small group strategy instruction, 1 on 1, peer instruction	Within Math Block during the day, tutorial
Science	Science Unit Assessments Science Journal	Vocabulary cards small group reading reinforcement of content	Flexible grouping, small group strategy instruction, 1 on 1, peer instruction	Within science period during the day, tutorial
Social Studies	Social Studies Unit Assessments	Vocabulary cards small group reading reinforcement of content	Flexible grouping, small group strategy instruction, 1 on 1, peer instruction	Within social studies period during the day, tutorial
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Teacher Recommendations through the RTI Process, PPT Process, or Crisis Intervention Team	Behavior strategies Conflict resolution strategies and procedures	Small group or individual Sessions to address behavior issues and practice strategies. Classroom lessons to address whole class issues.	During the school day or tutorial

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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.
All our teachers are highly qualified. We recruit and retain highly qualified teachers by providing a supportive and stimulating work environment including extensive professional development, opportunities for collaboration, and leadership development. Many of our teachers serve as cooperating teachers for student teachers from Queens College, NYU, Teachers College, and Saint John's University, as well as student observers from LaGuardia and Queens Borough Community Colleges. Opportunities for advancement in the field are offered and supported through the Teacher Leadership program, Administrative Internships, and Lead teacher positions.

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).
Extensive Professional Development is provided throughout the year through our ongoing collaboration with Teachers College Reading and Writing Project as well as Metamorphosis Math, OEL, and our Network Support Specialists for ESL, ELA, Math, Science and Technology. All teachers are offered, and most teachers have participated, in week long summer institutes on the teaching of reading, writing, and/or math. All teachers participate in at least ten days of on-site professional development by TCRWP staff developers and another five or more on site days by Network Support Specialists or other consultants. In addition, all teachers attend at least three off-site professional development days at TCRWP and/or Metamorphoses and/or Network 207. This includes focused leadership support for our Lead and Core Team Teachers. Five of our teachers have participated in the Teacher Leadership Program and two others served their Administrative Internship here.

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.).
As almost all of our Pre K students have older siblings in our school they come to us already part of our school family. Pre K teachers collaborate with Kindergarten teachers and cross grade teachers at least monthly for professional learning. In addition, Pre K students visit Kindergarten classrooms and meet the teachers and participate in all school wide performances and events. Pre K parents participate in our school wide Parents and Learning Partners Fridays each month where they learn about the expectations and instruction for Kindergarten and beyond, as well as have the opportunity to interact with parents of students across the grades. Pre K specific workshops for parents are also offered several times across the year. Formative data, including early screening and portfolio assessments are shared and discussed with articulating teachers and administration.

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.
Our Cross grade curriculum teams of teachers for Reading, Writing, and Math meet at least twice per month to engage in school wide planning and decision making in their curriculum area including what and how assessments are used to inform instruction and planning. Our Core Team of five teachers representing all four grades and the three curriculum areas meets weekly with administration to plan for, monitor, and revise curriculum and instruction and assessment practices.

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 codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	154,800	X	10, 13, 15, 17, 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	15,260	X	10, 13, 17, 20
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,443,388	X	10, 13, 15, 17, 20

[1]**Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.

7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 8: 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 CEP 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. **Public School 242Q**, 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. **Public School 242Q** 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)

Public School 242Q 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.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

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

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

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

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

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

Part A: School Information	
Name of School: Leonard P. Stavisky EC School	DBN: 25Q242
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 110 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information
☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 4
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Based on our NYSESLAT data, most of our ELL students show a greater need and listening and speaking skills. Our Title III After school program will start on November 20, 2014 to March 26, 2015, providing small group and individualized instruction in English for of our English Language Learners one day per week (Thursdays) from 2:20 until 3:50 for our Kindergarten (three classes), grade one (two classes).Due to the low numbers of ELL students in grades 2 and 3, a combined grade two and three class will be created and taught by an ESL/bilingual certified teacher. Our program focuses on oral language development and reading and writing in the content areas using the Rigby On Our Way to English program, the Mondo Oral Language program Let's Talk About It, Continental Press New York ELLs, and developmentally appropriate songs, chants and enrichment materials. Each teacher works with ten to fifteen students utilizing the workshop model in grade level and proficiency based groups. Two ESL teachers will rotate at 45 minute intervals to provide push in instruction in K and 1 classrooms to team teach with non ESL/Bilingual certified teachers. Two ESL/bilingual teachers will serve their own students in grades K and the combined grades 2 and 3 class. Student progress is measured using Teachers College Reading and Writing Project assessments, teacher created oral language rubrics, and NYSESLAT scores. Title III After-school teachers confer with classroom teachers to gather data and information in order to design and provide individualized instruction that supports each student in being successful in the classroom setting.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Title III teachers meet for half an hour weekly to engage in professional development via study groups to support best practices in teaching English as a Second Language beginning on November 20 and ending in the month of March 2015. The study group will look at student work and data from the NYSESLAT score reports 2013-14. In addition, our ELL network specialist works with all our ESL Title III and classroom teachers to provide classroom demonstrations and professional development based on our teachers' and students' needs. Our Title III teachers also participate in ongoing off site professional development focusing on scaffolds for ELLs, small group instruction, and

Part C: Professional Development
building academic vocabulary. All teachers also participate in up to 15 days of Teachers College Reading and Writing Project onsite lab site professional development and two or more full day workshops at Teachers College focused on instruction for ELLs. Professional books being studied include Balancing Reading and Language Learning by Mary Cappellini and Boosting English Acquisition in Choice Time, K-2 by Allison Porcelli and Cheryl Tyler.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: .Monthly "Parents as Learning Partners Fridays" invites parents into classrooms to participate in lessons across the curriculum for at least one period in the morning followed by a one hour parent workshop. Each month we focus on a particular curriculum area including Reading, Writing, Technology, Vocabulary Development, Science, Social Studies, and the Arts. Our cross grade curriculum team teachers (which include our ESL teachers) plan and present parent workshops, which include strategies to support English Language Learners. Translation is provided by bilingual staff members in all four major languages represented in our school at all parent events and in written communication and flyers.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 25	Borough Queens	School Number 242
School Name Leonard P. Stavisky Early Childhood Scho		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Patricia Costa	Assistant Principal Dr. Aurora Garcia-Tunon
Coach N/A	Coach N/A
ESL Teacher Jacklyn Yang	Guidance Counselor Jill Dyzel
Teacher/Subject Area Denise Foster/ ESL	Parent Kara Leone/ PTA President
Teacher/Subject Area Woo Kwon/ ESL	Parent Coordinator Marguerite Choudhry
Related Service Provider Hilda Kapales/AIS Sp.Ed w/bil.	Other Joanna Panagiotopoulos/ ESL
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.	6	Number of certified bilingual teachers not 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 not 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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	393	Total number of ELLs	136	ELLs as share of total student population (%)	34.61%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	5	4	4	3										16
SELECT ONE														0
Total	5	4	4	3	0	0	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	136	**Newcomers (ELLs receiving service 0-3 years)**	133	**ELL Students with Disabilities**	13
SIFE	0	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6+ years)**	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	133		11	3		2				136

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	133	0	11	3	0	2	0	0	0	136
Number of ELLs who have an alternate placement paraprofessional: 6										

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	ELL	EP	ELL	EP	ELL	EP	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	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	5	4	2	1										12
Chinese	47	37	23	6										113
Russian														0
Bengali														0
Urdu	1													1
Arabic														0
Haitian														0
French														0
Korean	4	5												9
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	**57**	**46**	**26**	**7**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**136**

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)	6	1	0	0										7
Intermediate(I)	18	5	0	1										24
Advanced (A)	27	20	10	8										65
Total	**51**	**26**	**10**	**9**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**96**

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	5	8	2	0	15
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	4		3		4		4		15
4									0
5									0
6									0
7									0
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									0
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:

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

   The assessment tools that are utilized to assess the early literacy skills of our ELLs are primarily the TCRWP and Fountas and Pinnell assessments. These assessments are administered periodically throughout the year. The data collected in September is used as a baseline assessment. This is what initially informs instruction. The students are assessed on concepts of print (K), letter ID (K), reading

level (late K and 1st-3rd grade), sight word recognition (1st-3rd grade), spelling stage (K-3rd grade), and narrative writing (K-3rd grade). Based on the results of these assessments, differentiated instruction can be established. By identifying students' areas of need, they can be placed into appropriate groups for explicit strategy instruction.

TC Reading Assessments – June 2013

Kindergarten – Reading Benchmark – June 2013 (54 students)

(1) Below Benchmark	(2) Approaching Benchmark	(3) Reached Benchmark	(4) Exceeding Benchmark
18	13	15	8

By June 2013, 28% of the Kindergarten ELL students successfully reached the benchmark in reading, 24% were approaching the benchmark, 33% were below the benchmark, and 15% were exceeding benchmark. Most of the students who were below benchmark were at the Beginner or Intermediate level of English proficiency. Out of the 18 students who scored below benchmark, 2 students have an IEP.

First Grade – Reading Benchmark – June 2013 (52 students)

(1)Below Benchmark	(2) Approaching Benchmark	(3) Reached Benchmark	(4) Exceeding Benchmark
7	15	25	5

By June of 2013, 48% of the First grade ELL students successfully reached the benchmark in reading, 29% were approaching the benchmark, and 13% were below the benchmark. Out of the 7 students who were below benchmark, 1 of those students has an IEP.

Second Grade – Reading Benchmark – June 2013 (14 students)

(1) Below Benchmark	(2) Approaching Benchmark	(3) Reached Benchmark	(4) Exceeding Benchmark
1	4	8	1

By June 2013, 57% of the second grade ELL students successfully reached the benchmark in reading, 29% were approaching the benchmark, 7% were below benchmark, and 7% exceeded the benchmark. The student who scored below benchmark was in the process of getting evaluated and he was also held over for one grade.

Third Grade – Reading Benchmark – June 2013 (15 students)

(1) Below Benchmark	(2) Approaching Benchmark	(3) Reached Benchmark	(4) Exceeding Benchmark
4	7	2	2

By June 2013, 13% of the third grade ELL students successfully reached the benchmark in reading, 47% were approaching the benchmark, 13% exceeded benchmark, and 27% were below the benchmark. Out of the 4 students who were below the benchmark, 2 of them have IEPs and were held over.

To supplement TC's running records, the Fountas and Pinnell running records are implemented on an as-needed basis to further gauge the students' reading levels, comprehension and fluency.

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

Comparison of LAB-R Results from 2010-2013

		Beginner (B)	Intermediate (I)	Advanced (A)
2010-2011 - 38 students	(All Ks)	11 (28.95%)	11 (28.95%)	16 (42.11%)
2011-2012 - 62 students	(All Ks)	26 (41.94%)	9 (14.52%)	27 (43.55%)
2012-2013 - 54 students	(All Ks)	28 (52%)	6 (11%)	20 (37%)
2013-2014 - 58 students	(Ks with 2 first graders, a 2nd grader & a 3rd grader)	24 (41.3%)	9 (15.7%)	25 (44%)

*Please note in Fall 2013, the two first graders, a second grader and a third grader scored beginner as they are newcomers who just came from China.

Our data patterns for the Fall of 2010 - Fall of 2013 across proficiency levels on the LAB-R reveal the following:
Each year there is some increase in the number of entitled students. During the past three years, the entitled student population has nearly doubled. In addition, each year there is a slight increase in students scoring at the beginner level of proficiency and it is close to equal the number of students that scored advanced. There continues to be a small number of students who score at the intermediate level of proficiency, while each year has also seen a slight increase in students scoring advanced.

NYSESLAT Spring 2013

Beginner (B) Grade K - 6
Beginner (B) Grade 1 - 1
Beginner (B) Grade 2 - 0
Beginner (B) Grade 3 - 0
Combined total: 7 students scored the Beginner level

Intermediate (I) Grade K -18
Intermediate (I) Grade 1 - 5
Intermediate (I) Grade 2 - 0
Intermediate (I) Grade 3 - 1
Combined total: 24 students scored the Intermediate level

Advanced (A) Grade K - 27
Advanced (A) Grade 1 - 20
Advanced (A) Grade 2 - 10
Advanced (A) Grade 3 - 8
Combined total: 65 students scored the Advanced level

Proficient (P) Grade K- 3
Proficient (P) Grade 1- 28
Proficient (P) Grade 2- 4
Proficient (P) Grade 3- 6
Combined total: 41 students scored Proficient

Our data patterns across proficiency levels and grades on the Spring 2013 NYSESLAT reveal the following:
30% of the ELL students who took the NYSESLAT in the Spring of 2013 scored proficient on the exam. 47% of the ELL students who took the NYSESLAT in the Spring of 2013 scored at the advanced level, 18% of the ELL students scored at the intermediate level, and 5% of the ELL students scored at the beginner level. There were no ELL students in grades 2-3 that scored at the beginner level. All the grade 2 ELL students scored either proficient or advanced. All the third grade ELL students scored either proficient or advanced on the NYSESLAT, except one student who has been held over in the past and also has an IEP. Even though not a lot of K ELL students achieved proficient on the test, they made progress by scoring mostly an intermediate or advanced. In first grade, most ELL students also achieved either proficient or advanced on the test with a few students scoring at beginner or intermediate. The one beginner in first grade was a newcomer student who transferred from China in the middle of the school year.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

After examining students' results in the four modalities (reading/writing, listening/speaking) of the Spring 2013 NYSESLAT, we noticed and discussed the following patterns across each grades:

- ELL students in grade K across proficiency levels demonstrated highest combined scores in the reading and writing subtest of the NYSESLAT and found the listening and speaking subtest to be most challenging.
- ELL students in grades 1 and 2 across proficiency levels found the speaking subtest to be the most challenging, while they scored higher in listening, reading and writing.
- ALL ELL students in grade 3 scored proficient on the writing subtest. The majority of them also scored higher on reading while finding the listening and speaking subtest to be equally challenging.

Implications for Instruction: Listening
For those students who did not score proficient on the listening, they will take part in various listening and TPR (total physical repsonse) activities. For example, during reading workshop in kindergarten, the students will listen to read alouds of star books over and over again. Then the students will act out those stories they love to hear to show that they comprehended the story. The K ELL students will also listen to thematic based read alouds of big books from the Rigby on Our Way to English Program during Title III. For the Grade 3 ELL students, they will listen to content area specific read alouds with a focus on tier 2 words used in the book in their Title III class.

Implications for Instruction: Speaking
Based on the findings for our students who did not score proficient on the speaking subtest, an emphasis on oral storytelling/rehearsal, turn and talk and read alouds with accountable talk are some ways we can ensure that our students in all the grades are speaking more in the classrooms. We need to provide more time for talk so that the ELLs have more opportunities to speak and communicate their thoughts and ideas. The Mondo "Let's Talk About It" program will be utlized more during the Title III program to help the students practice speaking using academic vocaulary and standard conventions, while talking about specific pictures on the charts.

Implications for Instruction: Reading:
For those students who did not score proficient in reading and writing, there will be a greater emphasis on reading and writing skills during instructional time. The implementation of differentiated, small group instruction will be emphasized to meet the needs of each individual student. Students will be grouped by reading levels when taking part in guided reading, focusing on strategies necessary to advance to the next level. Students will be assessed and grouped by needs when working in strategy lesson groups. Read alouds and shared reading using big books will also be a major focus of instruction. This will help the students to access their prior knowledge, improve their comprehension and fluency and build upon their inferencing and critical thinking skills. Graphic organizers and story maps will be utilized to provide a visual representation of the structure and elements of a story. In addition, the students will receive a more multi-sensory approrach to word study and vocabulary instruction. They will use word sorts, picture cards, and literacy games focusing on skills in their individual spelling stages. They will study parts of words such as beginning and ending sounds, word families, digraphs etc. Explicit strategies for comprehending new and unfamiliar Tier 2 words will be addressed through mentor texts as well. The student who achieved advanced proficiency or passed, will be partnered with students who need more support. These students will take part in all activities, but will be asked to do more challenging tasks for enrichment.

Implications for Instruction: Writing:
In writing students will benefit from one on one conferencing and small group instruction. Students will focus on working through the writing process: planning, sketching, writing, revising, editing and publishing. In addition, the teacher will provide the students with opportunities to do shared writing and interactive writing which will give the students opportunities to explore concepts such as grammar and the mechanics of the English language. The teacher will utilize wordless pictures books so that the students can create their own stories to match the pictures. The teacher will consistently model the elements of good writing and will demonstrate how to re-read stories to edit and revise using a writing checklist. Those students who achieved advanced proficiency or passed, will be given a writing partner who needs extra support. They can act as a peer tutor, further reinforcing their knowledge and skills. In addition, those students will be pulled together for strategy lessons that will incorporate more challenging tasks. They will be offered alternative paper choices and will be instructed on how to write stories that are more in depth, writing with greater details.

Our school has used the AMAO tool the past two years to evaluate the progress that our ELLs are making in learning English and achieving progress academically. We look closely to see if our ELL students are: making progress in learning English, attaining English language proficiency, and reaching academic standards in the content areas. Our goal for using the AMAO tool is to help all ELL students attain English proficiency and meet academic standards. Based on the information provided by the AMAO tool, classroom teachers and ESL teachers work together to implement lessons that are aligned to the Common Core Standards. In addition, ELL students attend the Title 3 After School Program offered in our school in which we emphasize reading, writing, speaking and listening skills.

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. The results of the Spring 2013 NYS ELA test for the third grade ELLs show the following:
13% scored a Level 3 (Meets Proficiency Standard), 54% scored a Level 2 (Meets Basic Standard), and 33% scored a Level 1 (Below Standards). No ELL student in grade 3 scored a Level 4.

Patterns of strengths and weaknesses: 67% of the ELL students who took this exam scored either a Level 2 or Level 3. Out of the 4 ELL students who scored a Level 1, three of them were repeating the grade along with having IEPs.

The results of the Spring 2013 NYS Math test show the following:
26.6% scored a Level 4, 26.6% scored a Level 3, 20% scored a Level 2, and 26.6% scored a Level 1.

Patterns of strengths and weaknesses: More than 50% of the ELL students who took this exam scored a Level 3 or above. A small majority of these students scored a Level 2. Out of the 4 ELL students who scored a Level 1, three of them were repeating the grade along with having IEPs .

All ELL students took the state exams in English.

b. As our school is an early childhood school that only has grades K-3, the ELL periodic assessments has only been consistently adminisered the past 2 school years with our very small ELL population in grade 3 (it has always been less than 15 students). The school leadership team and teachers have used the results of the past ELL periodic assessments to plan appropriate instruction/ enrichment or academic interventions. It has also been used as a measurement tool for students' growth in academic progress as the ELL periodic assessment is adminstered once in the fall and once in the spring. The periodic assessment website also provides a breakdown of how each ELL student did under each subtest (listening, reading, and writing). This helps the teachers of these students identify next steps to work on with these students and it also helps them see how far of a progress the students have made in each subtest from fall to the spring.

c. The current seven ELLs in grade 3 will be taking the ELL periodic assessment on November 4, 2013.
Based on last year's third grade ELL students' results on the ELL periodic assessment we learned the following: most of the 15 ELLs who took the assessment maintained their predicted NYSESLAT levels from the fall to the spring. Three ELLs who were at the intermediate level maintained a predicted NYSESLAT level of advanced during both the fall and spring. These same students also did improved to the advanced level on the Spring 2013 NYSESLAT. One advanced ELL student made the progress of improving from the predicted NYSESLAT level from advanced to proficient on the ELL periodic assessmen in the fall to the spring. This same student did score proficient on the Spring 2013 NYSESLAT. All other ELL students who maintained an advanced predicted NYSESLAT level on the ELL periodic assessment also scored at the advanced level on the Spring 2013 NYSESLAT. One ELL student who was at intermediate level maintained the same predicted NYSESLAT levels on the ELL periodic assessment in the fall and spring. On the Spring 2013 NYSESLAT he also scored intermediate. Based on the results, the school learned that the ELL periodic assessment is a close to accurate predictive assessment for the grade 3 ELLs on the Spring 2013 NYSESLAT.

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*.)

Tier 1
Explicit instruction at the first tier is for all students and consists of instruction in: phonological awareness, the alphabetic principle (letter-sound correspondence), fluency with connected texts, vocabulary development and comprehension. ESL teachers provde explicit instruction in word identification, phonological awareness, and vocabulary instruction. ESL teachers provide structured opportunities to practice English and teachers work together to provide supportive learning environments in which students are highly engaged. The ESL teachers push in to the classrooms and provide small group instruction when needed. It is essential that we provide students with rigorous academic content (Common Core) and that we provide our ELLs with multiple opportunities to build on their language development through turn and talk, read aloud with accountable talk and multiple opportunities to work in groups throughout the school day. We also integrate reading and writing into each content area to boost academic talk and language. Our goal is to help build our ELLs' abilities to form and express ideas through dialogue, questioning and sharing ideas and knowledge.

Tier 2
The second tier is only for those students who do not reach expected benchmarks using various progress-monitoring assessments. We use several assessment tools. The performance tasks are used in math and ELA in grades K-3. Teachers utilize running records as a means for identifying students that are not meeting their reading benchmarks. Writing on Demand pieces are also used to drive instruction as well as to identify students who may be struggling in writing workshop. If an ELL student is flagged as at risk or below benchmark on any particular skill of competency, the student will receive targeted instuctional support to bolster development in the competency area. In Tier 2, students receive additional intensive support in small groups or individually. This support is provided within general education. Students may receive this additional support in their classrooms or in a different setting. ELLs in Kingergarten may receive at risk services from the AIS service provider. ELLs in grade 1 may receive reading recovery services, AIS services as well as LLI services. ELLs in grades 2 and 3 receive AIS services once they are flagged and the RTI team has met and discussed the type of

support that is needed to help bolster development.

Tier 3
Students who continue to struggle are then provided with a third tier or level of assistance that is more intensive. ELLs that are identified as Tier 3 are mandated to receive services from our special education teachers as well as AIS services.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions by the ESL teacher who takes into consideration what kind of home language background and proficiency level the child is coming from. For most newcomers and beginners, the teacher knows that the child will go through a silent period and therefore will expect the child to be very quiet or soft spoken for a time period. Also for newcomers, besides the silent period, they will go through a long period of adapting to the new culture they are now in. Grammatical miscues and common errors the child is making also at times relates to their home language backgrounds. For example, Chinese speakers who are ELLs tend to omit the -s in plural nouns. In Chinese, the plural -s is non-existent as adjectives are used in front of the noun to show the amount of something. This language feature also applies to Korean speakers. For the third major language population in our school, the ESL teachers are also aware that it is common for Spanish speakers to omit the subject in a sentence as Spanish doesn't necessarily require the subject in a sentence to be grammatically correct.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our school evaluates the success of our programs for ELLs by compiling multple forms of data, noting patterns and trends. Rigorous efforts to monitor adequate progress of all our ELLs throughout the grades are underway. Formative and summative assessments are utilized. This school-wide endeavor begins with TC Assessments in September in Kindergarten. We are particularly focusing on developing oral language in all our ELLs, but most particularly with our newly arrived students from China. These students have the added benefit of receiving native language support from our Chinese speaking staff members (1 ESL teacher and 4 paraprofessionals). Students from other countries who are new to our school are also encouraged to develop their expressive langauge abilities. It is an overall school trend that each year students are entering our school with a lower level of English proficiency. For these reasons, each year there is an increase of students who continue to receive services in grades one and two, but the number of ELLs decrease by grade 3. Grade 3 is the only testing grade in our school. As the ELL population has consistantly decreased the past two years in our grade 3, we always have had less than 30 ELLs in that grade.

Our ESL program has been recognized by the Office of English Language Learners and the Council of Greater NY as a school with exemplary ESL practices. P.S. 242 is dedicated to providing every ELL with a standards-based, multi-cultural, academically rigorous program that is aligned to the core curriculum. All ELL community stakeholders- adminstrators, teachers, and parents as well as members of our extended school community will be called upon to implement the above-mentioned goals.

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.)
The first step is to have all parents of incoming newly enrolled students complete the Home Language Identification Survey (HLIS) which includes an informal oral interview conducted by the ESL teacher in English and in their native language with the help of bilingual paraprofessionals as translators if needed during the parent interview. Bilingual ESL teachers also serve as translators if

they can speak the home lanuage of the family who is registering. The new admits are given a short five to ten questionaire for an oral interview. During this process the ESL teacher asks the questions and indicates on the interview sheet whether or not the child was able to orally answer the questions. Either before or after the new admits' interview, the parents are interviewed further by the ESL teacher to have a better understanding of the child's home language and prior schooling information. The persons responsible for conducting the initial screening and administering the HLIS include three full-time ESL certified teachers and the addition of one part time ESL teacher. Translation is provided, if necessary, by school faculty: Spanish speaking assistant principal, school psychologist, or speech teacher, Chinese speaking ESL teacher or Korean speaking ESL teacher. The ESL teachers, Ms. Yang, Mrs. Foster, Ms. Panagiotopoulos, and Ms. Kwon administer the LAB-R (within the first ten days of school enrollment) to those children whose parents indicate on the HLIS form that there is a language other than English spoken at home. Newly added during the past summer, the LAB-R was conducted in July and the beginning of August by two ESL teachers to expedite the process. The Spanish LAB-R is administered to those children whose HLIS indicate that Spanish is spoken at home and who did not score proficient on the English LAB-R. The Spanish LAB-R is administered by the Bilingual Spanish Speech Teacher.

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.

In the beginning of the year, a Parent Orientation Session is held within ten days of student enrollment. This orientation describes in great detail all three program choices: Transitional Bilingual Education (TBE), Dual Language, and freestanding ESL. Translators are present to assist the parents. All parents or guardians of newly enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their home language. Flyers and follow-up phone calls in the parents' native language, are an integral part of the outreach process. Parents are informed within two weeks of the parent orientation session to ensure full participation. For parents who are unable to come to the orientation, make-up sessions with the ESL teachers are given on an as-needed basis and all follow up sessions are still held within the timeline of the first ten days of students' enrollment. At the actual orientation the parents are provided with an orientation agenda and parent brochure in their home languages which describe basic information about each instructional program available for ELLs in New York City. Parents view the online video, "Orientation Video for Parents of Newly Enrolled English Language Learners" in their native language as well. These steps have enabled our school to have 100% attendance of parents, either during an orientation or a make up session. Parent orientations are conducted on an as-needed basis throughout the school year, which all occur within the ten days of the students' enrollment. Additionally, bilingual faculty members provide translation support to ensure that all parents understand all three program choices. This process and outreach plan makes sure that all parents make an informed choice.

Steps taken by our school to ensure that parents understand all three program choices:

- HLIS forms are collected and reviewed (after the registration process of new admits is completed).
- Based on the HLIS and informal oral interviews in English and in the native language, the LAB-R is administered
- Based on the results of the LAB-R, Entitlement Letters are distributed.
- Parents are contacted in both English and their native language to attend a parent orientation session.
- After reviewing the parent brochure (Guide for Parents of ELL Learners), viewing the "Orientation Video for Parents of Newly Enrolled English Language Learners," and attending the orientation sessions, parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision.

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

The original Parent Survey Program Selection Forms and a copy of students' entitlement letters, continued entitlement letters, non-entitlement letters are kept on file in the students' cumulative folders and copies of the parent surveys and all letters sent home to ELL parents (entitlement, continued entitlement, and non-entitlement letters) are kept on file in the ESL office.

The Entitlement Letters are distributed in English and in the home language of each family. Entitlement letters are sent home with individual students in a sealed envelope addressed to the parents. It is the same process of distribution for continued entitlement letters and non-entitlement letters. Original continued entitlement letters are distributed first to parents based on the RLAT of the NYSESLAT results from the previous school year. Copies of these letters are made and one set of the copies are kept on file in the ESL office, while the second set of copies are kept in the students' cumulative folder.

The Parent Surveys and Program Selection Forms, provided in the parents' home languages, are distributed and completed in person during one of two orientation sessions, both offered during the first ten days of students' enrollment. There is a thorough question and answer period conducted with the assistance of the bilingual school staff. If parents are unable to attend either

sessions they are contacted and invited to a subsequent parent meeting (which is also held during the first ten days of students' enrollment) to view the orientation video and ask any questions they may have. The ESL team follows up with any parents who do not attend the orientation or parent meeting and have not completed a Program Selection form. A member of the ESL team follows up with a phone call in the home language and parents are informed that if the Program Selection form is not completed, the default program for ELLs is Transitional Bilingual Education if available in the school. If unavailable, they will be placed in a Freestanding ESL program, as per CR-Part 154. These phone calls are made by the tenth day of students' enrollment.

The regulations used to place identified ELLs in a bilingual or an ESL program is as follows:

- HLIS forms are collected and reviewed (after the registration process of new admits is completed)
- Based on the HLIS and informal oral interviews in English and in the native language with parents who requested it, the LAB-R is administered.
- Based on the results of the LAB-R, Entitlement Letters are distributed.
- Parents are contacted in both English and their native language to attend a parent orientation session. Two sessions are offered all within the first ten days of students' enrollment.
- After reviewing the parent brochure (Guide for Parents of ELL Learners), viewing the "Orientation Video for Parents of Newly Enrolled English Language Learners," and attending the orientation sessions that are offered, parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision.

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

The regulations used to place identified ELLs in a bilingual or an ESL program is as follows:

- HLIS forms are collected and reviewed
- Based on the HLIS and informal oral interviews in English and in the native language, the LAB-R is administered
- Based on the results of the LAB-R, Entitlement Letters are distributed
- Parents are contacted in both English and their native language to attend a parent orientation session that was offered at two different days.
- After reviewing the parent brochure (Guide for Parents of ELL Learners), viewing the "Orientation Video for Parents of Newly Enrolled English Language Learners," and attending the orientation sessions, parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision.

Post-orientation the ESL team counts the number of parents who indicated TBE as their first choice. If the number is less than 15 (for each language), then the team looks at the previous year's surveys for that year's TBE numbers. If the combination of the two does not add up to 15 (for each language) then the ESL team looks at the numbers for Dual Language (for each language) of the current year. Parents who indicated Dual Language as their first choice are contacted and asked if they are interested in TBE within one day of the original orientation (which is still within ten days of student enrollment). All phone calls and outcomes are documented in the Parent Communication Log which is filed in the ESL office. Only two Mandarin parents out of the 12 Mandarin parents who chose Dual Language were willing to switch to TBE. Once all parents have given their answer, the numbers for TBE are recalculated and if the number does not add up to 15 for any one language in two contiguous grades parents are informed that their child will be placed into P.S. 242's free-standing ESL program.

Parents who indicated Dual Language as their first choice on the survey have the option to transfer to another school that provides Dual Language. The ELL liasion contacts the Office of ELLs - ELL Program Transfers by email to match students with schools that provide Dual Language. If the response from the Office of ELLs - ELL Program Transfers indicates no availability in the Dual Language programs the ELL liasion contacts the parents to explain there is no Dual Language availability and informs the parent that their child will be placed into P.S. 242's free standing ESL program.

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

Speaking:

Step 1: ESL teachers review the testing window for the Speaking subtest of the NYSESLAT. ESL teachers check IEPs for testing ELLs – SWDs, to confirm any testing accommodations they may have. These students will be tested individually or in small groups depending on their testing accommodations as indicated on their IEPs.

Step 2: Each ESL teacher prepares a testing schedule for the students they are servicing for the Speaking subtest of the NYSESLAT.

Step 3: ESL teachers are paired in teams of two to administer the Speaking subtest as per the new guidelines for administering the NYSESLAT.

Step 3: ESL teachers administer the Speaking subtest of the NYSESLAT.
*All absentees are made up on an as needed basis for students
*Newly enrolled ELLs during the NYSESLAT testing period are administered the LAB-R by the ESL teachers prior to the administration of the NYSESLAT, if time allows per the testing window.

Listening/Reading/Writing:
Step 1: ESL teachers review the testing window for the Listening/Reading/Writing subtest of the NYSESLAT. ESL teachers check IEPs for testing ELLs –SWDs, to confirm any testing accommodations they may have. These students will be tested individually or in small groups depending on their testing accommodating as indicated on their IEP.
Step 2: Each ESL teacher prepares a testing schedule for the students they are servicing for the Listening/Reading/Writing subtest of the NYSESLAT.
Step 3: ESL teachers administer the Listening/Reading/Writing subtest of the NYSESLAT.

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

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is that parents continue to select the ESL program as their first choice. However, there has been an overall increase in the percentage of parents who indicated interest in the TBE or Dual Language between the 2010-2011 school year and the 2013-2014 school year. Each year the percentage of parents indicating interest for Dual Language has increased.

For the 2013-2014 school year, 60% of the parents selected ESL (33 parents out of the 55 new admits chose this), 12% of parents selected Transitional Bilingual Education (TBE- 7 parents out of the 55 new admits chose this- 6 spoke Mandarin as a home language and 1 spoke Cantonese), and 29% of parents indicated Dual Language as their first choice (16 parents out of the 55 new admits chose this- 12 spoke Mandarin as a home language, 2 spoke Cantonese, and 2 spoke Spanish).

For the 2012 - 2013 school year, 73% of the parents selected ESL as their first choice, 5% selected TBE and 22% indicated Dual Language as their first chioce.
For the 2011-2012 school year, 66% of the parents selected ESL as their first choice, 23% selected TBE and 11% indicated Dual Language as their first choice.
For the 2010-2011 school year, 100% of the parents selected ESL as their first choice.

Currently, the only program model offered at P.S. 242 is English as a Second Language. This program is aligned with the majority of parent requests. We analyze parent choices on a regular basis and when we reach 15 or more ELLs in two contiguous grades that speak the same home language and have chosen TBE as their first parent choice, a program will be opened up. Currently, we have not implemented a TBE or Dual Language program for the current school year because we did not have the numbers to support implimentation of either program. In the last two years, less than ten parents chose TBE as their first choice (3 Mandarin parents from last year and 6 Mandarn and 1 Cantonese parent from the current school year). The three parents who chose TBE from the 2012-13 school year were contacted by phone in June 2013 to see if they still maintain interest in the TBE program and they expressed that they were no longer interested. The details of these phone calls are documented in a communication log that has the timeline of these calls listed along with the details of the conversation. For the 14 Chinese parents who chose the dual language program (12 speak Mandarin and 2 speak Cantonese) this school year, they too received phone calls within a day of the ESL parent orientation they attended (which is still within ten days of student enrollment). These parents were asked if they were interested in switching to a TBE progam and only 2 parents were willing to switch. Details and timelines of these phone calls were logged into a commuication log.

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])?

Our ESL program's organizational model for grades K-1 is push-in, collaborative co-teaching, and parallel teaching. Our ESL program models feature students of heterogeneous (mixed) proficiency levels. Each class with any number of ELLs will receive their mandated minutes of instruction through the push-in model. All students are receiving ESL services in their appropriate 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)?

In our ESL program, three full-time and one part time certified ESL teachers provide instruction in English as per the NYC Department of Education Language Allocation Policy Guidelines. The ESL component develops English language skills and assists each ELL student in attaining English language proficiency.

ESL teachers collaboratively co-teach in a push-in model or pull-out small groups of students to work on targeted skills. All ELLs receive instruction in English as per the NYC Department of Education Language Allocation Policy Guidelines. As per CR Part 154 Regulations, Beginner and Intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes a week of ESL instruction. In addition to ESL instruction, Advanced ELLs receive 180 minutes per week of English Language Arts instruction from their classroom teacher. ESL and ELA instruction include literature and content-based instruction which is aligned with The Common Core ELA and Language Standards. All classrooms in our push-in ESL program feature: print rich environments, students' current work which is aligned with The Common Core Standards, the use of word walls, leveled classroom libraries, well equipped centers with instructional resources that support English language literacy development, instructional technology, and etc.

Our school utilizes the balanced literacy model aligned with the Teachers College Reading and Writing Project curriculum. Since the school's inception, TC has proven to be an especially effective approach for maximizing ELL's achievement in both reading and writing. Through reading and writing workshop, students take part in a variety of different learning experiences that support differentiated instruction (one-on-one conferencing, small group guided reading and stategy groups) which addresses individual student needs.

During the read aloud component, the following strategies are used: reading slowly with appropriate tone and gestures, using visual aids/realia and giving visual directions using gestures. During independent reading, all ELLs read books at their

independent level, and work on reading skills appropriate to their level. Role-playing, dramatization, shared reading and writing experiences, and hands-on activities further support the English development of our ELLs.

In the ESL program model, native language support is provided through the addition of bilingual literature which is now accessible in every classroom library. Students who are literate in their native language are also provided with bilingual dictionaries to assist them during instructional time. In our ESL program, we have several new students who have just arrived from China. Our full time Chinese speaking ESL teacher assists these students. She assesses the students' reading and writing skills in Chinese in order to plan for effective literacy development. By ascertaining that the student is fluent and literate in his/her first language, the ESL teacher helps transfer literacy skills. Native language support provided by this teacher is strategically used to enrich comprehension and enable the Chinese speaking ELLs to succeed academically. The same applies to the Korean speaking ESL teacher in assisting the ELLs who are beginners and speak Korean as a home language.

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.

In our ESL program model, standards-based content area lessons are taught using the following types of instructional scaffolding techniques: Modeling-giving students a clear example of what is expected of them. Bridging-activating students' prior knowledge. Contextualization- bringing complex ideas closer to students' personal experiences.

Content area instruction is aligned with The Common Core Standards, and utilizes a hands-on approach to learning. In Science, the students take part in experimental learning. They manipulate many different materials to make abstract concepts more comprehensible. The teacher recycles the tier 3 vocabulary words to make sure the students commit it to memory. The students also have personal journals for each unit of study to record their findings and discoveries. Students have the opportunity to express themselves through words and/or illustrations in English or in their native language. Native language material such as bilingual dictionaries, bilingual online resources, and bilingual books are also available for student use. In Math, students use a variety of manipulatives (pattern blocks, counting bears, geoboards, etc) and math games which serves to enrich their language development. In addition, with the new Investigations program, students take part in richer mathematical conversations which requires them to come up with multiple ways to solve problems, and explain their mathematical thinking. In Social Studies, the use of enlarged illustrations and photographs, big books, songs, vocabulary cards with illustrations, and explicitly tailored reading materials, support and enrich language development. All of our ELLs are held to the same standards and expectations as all students.

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

P.S. 242 currently has a free standing ESL Program where the language of instruction is English. However, ELL students who take standardized tests are provided with translated versions of the state exam if deemed necessary.

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

Evaluating ELLs in all four modalities of English lanuage acquisition helps to drive instruction. With various assessments and evaluations, the ESL teachers can adapt instruction based on the English level needs of the students considered ELLs. ESL teachers follow the guides as indicated in the Teachers College Reading and Writing Project. ESL teachers use regular assessment such as performance tasks, On Demands, oral rehearsals and storytelling and various projects based on rubrics in order to monitor student progress and English proficiency.

Writing Modality

In grades K-3, the students are given an On Demand writing assessment four times a year. The On Demand writing piece assesses writing conventions such as, capitalization and punctuation and writing in a variety of genres. ESL teachers use the rubric from Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers, 4th Edition, by Suzanne Peregoy and Owen Boyle to assess student performance. Using this rubric, ESL teachers look closely at fluency, organization, grammar, vocabulary, genre and sentence variety to assess student progress. Students are also given a performance task several times throughout the school year. The performance task encompasses the Reading, Writing and Listening modalities of English language asquisition. Students are administered a pre assessment and post assessment. Students are asked to listen to a non fiction book and jot down notes. In addition, students must read the text to accumulate information and write facts about what they learned. The purpose of these tasks is to collect data and look closely at student work. ESL teachers will then use the data from this assessment to tailor the units to students' specific strengths and needs and to determine the growth of the students and provide an opportunity to reflect on their instruction. ELLs are also administered spelling/word work assessments weekly. ESL teachers follow the Teacher's College Reading and Writing rubric to grade students and drive instruction to support the needs of each ELL.

Reading Modality

Teacher's College Reading and Writing Project offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books for grades K-3. These assessments help ESL teachers identify which level of texts students can read independently and will therefore be able to practice all the reading strategies they are learning during the Reading Workshop. The assessments provide and analysis of comprehension, miscues, and fluency. Kindergarten students are also assessed in Concepts of Print on their knowledge of letter recognition, letter sounds, sight words and book orientation knowledge.

Listening Modality

In grades K-3, students are administered the performance task which encompasses the Reading, Writing and Listening modalities of English language acquisition. The performance tasks are given several times throughout the school year. Students are administered a pre assessment and post assessment. Students are asked to listen to a nonfiction book and jot down notes. ESL teachers will then use the data from this assessment to tailor the units to students' specific strengths and needs and to determine the growth of the students and provide an opportunity to reflect on their instruction.

Speaking Modality

ELLs in grade K-3 are constantly encouraged to speak throughout the school day. Through oral sorytelling/rehearsal and various units of study in the Teacher's College Reading and Writing Project, students are given multiple opportunities to interact with their teachers and peers. For example, students act out scenes from their books, they turn and talk with their peers while the ESL and classroom teachers listen in on their conversations to monitor meaning and fluency through the use of checklists. Additionally, students are encouraged to speak in the classroom through shared reading, singing songs and chants and simple every day exposure and engagement in various settings.

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).

P.S. 242's plan for Students with Interrupted Formal Education (SIFE) includes providing these students with extended instructional time, which is offered through our after school classes and/or one-to-one tutoring. Additionally, SIFEs who exhibit inadequate growth on academic assessments will receive small group instruction designed to help them achieve grade level proficiency. P.S. 242's plan for newcomers is to provide them with a positive classroom environment. The warm and welcoming atmosphere we create allows for more rapid language development and interaction into our academic setting. We help newcomers adjust to the new school experience more easily by: familiarizing them with lunchtime, arrival/dismissal routines; labeling classroom objects, thereby teaching basic vocabulary; assigning ELLs classroom jobs (taking into account their level of proficiency); focusing on the positive, by creating frequent opportunities for success in the classroom; using gestures as often as possible and making sure the students know what the gestures mean. In addition, we facilitate the acquisition of the rhythm and sounds of English, by having the newcomers listen to and repeat songs and chants.

Academic intervention service providers instruct ELLs that are identified as not meeting grade level standards. These ELLs are provided with a variety of intervention services such as: Reading Recovery, resource room, and tutorial time. It is our goal to include newcomers in all instructional activities that take place in the classroom.

Now that NCLB requires ELA testing after one year, beginning in grade three, the newcomers in this grade are provided with an after school program focusing on ELA test taking strategies. This familiarizes the students with the format of the ELA and teaches them how to respond to different types of questions (multiple choice and short answer). These students are provided with ELL testing accomodations such as the use of bilingual dictionaries, testing in a separate location, and extended time to complete the test.

Our plan for differentiating instruction for ELLs receiving service 4 to 6 years is to provide more opportunities for written and oral responses to literature and in the content areas. This subgroup will continue to be provided with Academic Intervention Services and have their instruction differentiated based on ongoing assessments. These students are invited to attend the Title III after school program, and those students in grade three are eligible to participate in the ELA Test Prep after school program.

Our plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT, calls for supporting language learning through the administration of authentic assessments based on multiple measures. Multiple measures include running records, writing

rubrics and student work samples. When embedded in instruction, these measures will provide the classroom teachers with the appropriate information to plan purposeful instruction for these students. Classroom teachers will be encouraged to continue the use of scaffolding to support specific language needs (linguistic cues). In addition, teachers will be advised to monitor the language output of these students and promote independence through cooperative learning activities. Providing opportunities for these transitional students is crucial for advanced fluency.

A plan is not needed for Long-Term ELLs since our school is a K-3 school and does not have long term ELLs.

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?

   For ELL-SWD's, IEPs are consulted to ensure that adequate modifications and services are being received. Modifications and adaptations are made to maximize students' potential for success. Some textbook and curriculum adaptations include: providing alternative books with similar concepts on a less demanding reading level, providing high interest reading material, giving directions in small steps, checking progress and providing frequent feedback, supplying extra motivation during the first few minutes of every assignment, etc. All ELLs identified as having special needs will be instructed with ESL methodologies. In addition, the students' multiple modalities are taken into account when planning for instruction. ELLs with special needs receive Academic Intervention Services by an AIS teacher in areas of identified need. Such students are also eligible to attend our Title III after school program.

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?

Our school uses curricula, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs. All ELL-SWDs learn from the same curriculum as their general education classmates. However, when appropriate, the curricula is modified for individual students to allow them to understand the concepts being taught. Additionally, instructional practices are modified. Based on observed needs, ELL-SWDs work in small groups, with a partner, or one on one with the teacher to ensure success. Supplemental materials and manipulatives or real-life objects, may be given to these students for further scaffolding and support. Finally, the ESL teachers are flexible with their schedules to ensure that the ELL-SWDs are serviced during times of the day where students have shown a higher rate of concentration. Collaborating with classroom teachers and related service providers allows the ESL teachers to gain knowledge of students' routines and wide range of academic and language abilities and needs. The ESL teachers also utilize Tutorial time each day to work closely with students who need more support or practice in specific areas and skills. This allows for both remedial and enrichment activities.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

   Targeted intervention programs for ELLs in ELA, Math and other content areas are available for all of the above-mentioned ELL subgroups. Our Literacy, Math and other content area curriculum teams complete developmental checklists and materials that are created for all ELLs in order to provide targeted intervention in all of our ELL subgroups. In Science and Social Studies, ESL and classroom teachers build academic vocabulary for ELLs through rich non-fiction texts, and the use of technology. Classroom teachers and ESL teachers, as well as other service providers, set clear goals and assess ELLs on an ongoing basis at all levels using multiple, fair and equitable measures. Assessment is conducted in English or in the native language as appropriate. This information is used to: determine students academic progress, assess their level of English proficiency, and refine services to ELLs when reporting intervention outcomes. To further support the ELL students in grade three, the school provides them with an after school program focusing on ELA and Math test taking strategies.

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 last year's ELL inquiry team, our school is planning to infuse academic language development into the daily curriculum, across all grade levels. The Kindergarten ELL team utilized read alouds, specifically fairytales, along with charts and story centers to build academic language. First grade utilized read alouds in the content areas, story centers, charts and Smart Board activities to build academic language. Grades two and three utilized read alouds in the content areas and vocabulary cards to build academic language. Based on teacher-created assessments and checklists, student work, and teacher observations, all strategies proved to be successful, especially for the grade three ELLs from the past school year. Out of the 15 ELLs who took the Spring 2013 NYSESLAT, six students scored proficient (40%), while three students moved from an intermediate level to advanced and six other students maintained the same level. All the grade three students who scored proficient attended the Title 3 After School Program. These test results has showcased success as the third grade ELL students were taking the new NYSESLAT that is banded with grade four for the first time.

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

    New programs or improvements for the upcoming school year include: to explore the addition of a Chinese Dual Language program to our school - as some parents have expressed interest in this program. We will continue to supplement our ESL program with materials by Mondo, which focuses on expressive oral language; an area of great need for our youngest ELLs. We plan to purchase additional bilingual dictionaries in various languages to provide the students with more extensive Native Language support. We will continue to order Native Language and bilingual fiction and non-fiction literature for our classrooms and school library.

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

    There are no plans to discontinue any programs or services to ELLs at this time. On the contrary, we are always looking for new ways to expand and to acquire additional programs/services.

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

    All of our ELLs are afforded equal access to all school programs including residencies provided by Young Audience. This year all grade three classes are participating in Tae Kwon Do instructional classes. In addition, all ELLs are able to receive individualized or small group instructional during tutorial and extended day. Title III after school program and grade three test prep after school programs are offered to all ELL students. Other services available to ELLs (if necessary) are Speech, Occupational Therapy, Physical Therapy, Counseling, Applied Physical Education, hearing services, as well as the supplemental academic services such as AIS, Reading Recovery, resource room, and etc.

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

    Each classroom has a very large, multicultural and diversified library of fiction and non-fiction books along with the most current books supported by the Teachers College Reading and Writing project. We currently use the Words Their Way centers-based, word study program, the FOSS Science program and the Houghton Mifflin Social Studies program. This year in Math, all classrooms are using the Investigations Math Program. Other supplemental ESL materials include Rigby's On Our Way to English program which focuses on all aspects of the balanced literacy approach, as well as the Mondo, Let's Talk About It Program which focuses on developing oral language skills.

    In addition, every classroom in our school is equipped with a Smartboard and some classrooms have Smartboard accessories (slates, tables, clickers, etc) that promote interactive learning. In addition, teachers across all grades utilize overhead projectors and

document viewers. New this year, our grade three students are learning through the use of the IPAD. Finally, each classroom is equipped with multiple desk top computers and laptops which make the following computer programs accessible to our ELLs:
- Kidspiration – (Gr. K-3)
Created for K-5 learners, Kidspiration,® develops thinking, literacy and numeracy skills using proven visual learning principles. In reading and writing, Kidspiration strengthens word recognition, vocabulary, comprehension and written expression.
- Kid Pix – (Gr. K-1) - is a bitmap drawing program aimed at children.
- 3d Froggy Phonics – (Gr.K) - 3D Froggy Phonics helps students learn the phonics skills they need to develop their early reading skills.
- Millie's Math House – (Gr. K-1) - students build a foundation of fundamental math concepts and thinking skills.
-Pixie Art Program – (Gr.K-3) - Pixie is educational software for elementary students combining a paint program with standards-based curriculum activities to build 21st century skills.
-Sammy's Science House (Gr. K-1) - introduces and builds essential early science and thinking skills while engaging young students with five fun-filled activities
-Bailey's Book House (Gr. K-1) - now through nine playful activities, students learn about letter names and sounds, rhyming words, adjectives, how text relates to visual symbols, positional words, letter recognition, sentence building and much more. These activities help build language concepts and thinking skills students need to communicate and make sense of the world around them.
-Thinkin'Things "Toony the Loon's Lagoon" – (Gr. K-1) - build listening skills and auditory memory as you create tunes with Toony Loon on the wacky xylophones. Can you repeat the pattern Toony plays?
-Reader Rabbit – Learn to Read with Phonics (Gr. K-1) Preschool & Kindergarten. Two great Reader Rabbit programs teach preschoolers and kindergartners reading with phonics.
-Sticky bear – Kindergarten Activities – (Gr. K) - this dynamic program encourages children to discover the alphabet, numbers, shapes, and colors plus a wide range of preschool skills.
-Everyday Math Games – (Gr. K-3) - many of the Everyday Mathematics games come with variations that allow players to progress from easy to more challenging versions. Money, Multiplication, matching games, etc.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In our ESL program, we have several students who have just arrived from China. An ESL teacher assesses the student's reading and writing skills in Chinese in order to plan for effective literacy development. By ascertaining that the student is fluent and literate in his/her first language, the ESL teacher helps transfer literacy skills. The Korean ESL teacher provides the same type of support for our Korean speaking ELL students. Native language supports are strategically used to enrich comprehension and enable ELLs to succeed academically. In addition, each classroom library has a collection of bilingual literature in various languages. Bilingual dictionaries are also accessible to our ELLs who are literate in their first language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The required services support our ELLs and the resources correspond to their ages and grade levels. Kindergarten students receive instruction in the development of expressive language, vocabulary, and phonics. They utilize center activities, songs, poems, chants and rhymes, in addition to shared reading/writing and interactive reading/writing. The Fountas and Pinnell program supports the Kindergarten ELLs who are identified with a need for improvement. Our first grade ELLs who require support services receive Reading Recovery. Both programs enable our ELLs to attend to, learn about, and effectively use information about letters, sounds, and words. AIS service providers push-in to classes to work with our second and third grade ELLs. Similar to our ESL teachers, all service providers collaborate with the classroom teacher to provide differentiated instruction for our ELLs.
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.
P.S. 242 provides a wide variety of activities to assist newly enrolled ELLs before the beginning of the school year. At Pre-K registration for incoming Ks, ESL teachers and key school personnel facilitate a smooth registration process. Translators are available to assist. Students are interviewed with their parents. ESL teachers make sure that the home language survey is completed accurately. In May, an Orientation Tea is scheduled where parents of newly enrolled students are formally introduced to all key school personnel. Our newest students have the opportunity to visit Kindergarten classes. Thus, before school begins parents and students have had a warm and informative introduction to our school.
18. What language electives are offered to ELLs?
As we are an earlychildhood school that is K-3, this question does not apply.
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)?

N/A

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.

Our school has an extensive professional development plan for all ELL personnel. This includes participation in Teachers College calendar days that are focused on engaging ELL students in Common Core Learning Standards, as well as in-house Teacher's College professional development cycles. Many of the workshops offered by the Office of English Language Learners are attended by administration, Special Education teachers and ESL personnel. Any workshops for ELLs given by our CFN#207 network specialist are also attended by classroom teachers whose classes have a high number of ELL students. In addition, content area teachers have attended CFN#207 ESL/Curriculum planning meetings. The ESL liason attends monthly meetings to learn about updated regulations in relation to ELL students.

Some of the workshops that have been attended are phonics instruction, word study fundamentals, vocabulary development, aligning instruction with the Common Core Learning Standards, incorporating technology into daily instruction, and math instruction that promotes critical thinking, logic, reasoning and mathematical explanations. Workshops of different topics are attended throughout the year. On February 4, 2013 teams of ESL teachers attended the DOE conference, Meeting the Challenge with Success: Strengthening Instruction for ELLS.

Currently, all ESL teachers are members of the ELL curriculum team. The team focus is to analyze ELL student data to determine the viability of the ESL program at 242Q. The ELL network specialist continues to follow up with ESL and classroom teachers to support them in engaging ELLs in the Common Core Learning Standards. This offers additional support during her school visits. She will continue to provide all teachers of ELLs with many useful instructional and assessment tools that have already been implemented by classroom teachers of ELLs with great success. One of her primary focuses is to build an understanding that all teachers are also language teachers. Given the fact that a high percentage of our students come from homes where English is not the first language, she encourages all classroom teachers to view themselves as second language teachers.

Our CFN#207 network specialist has also provided our key faculty members with an educational session on the nature and contents of the Language Allocation Policy.

As we are a K-3 Early Childhood school, most of our students have passed the NYSESLAT by Grade 3. Most of our students do articulate into their zone schools and continue to receive ELL services if they are mandated.

All teachers have had the minimum 7.5 hours of ELL training, as per Jose P. Training has occurred at both the school and regional level by ESL teachers, the Network ESL specialist, and in-house Teacher's College staff developers. Each year teachers attend 5-hour Teacher's College calendar days focusing on language development for ELLs. Some of the calendar day topics for this school year are: Diverse Needs Diverse Learners, At Its Heart: RTI and Good Teaching of Diverse Learners Involves Assessment to Small Group Reading Instruction, Adapting Your Primary Reading Workshop to Provide Maximum Support for Your English Language Learners, Differentiating Test Preparation, and Supporting English Language Learners as They Tackle Higher Level Texts. The ESL Network Specialist works with teachers on topics such as Vocabulary Instruction using Tier 2 words and shades of meaning, juicy sentences and deconstructing texts. The Teacher's College staff developers work with teachers on all aspects of literacy: reading, writing, listening and speaking. The focus of these professional development meetings is language development, specifically oral rehearsal.

All records of Network Meeting and TC calendar day attendees are maintained. The principal has a list of the teachers who attended each of the professional development days, teachers maintain their own records, and certificates are kept on file.

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?

P.S 242 provides extensive parent involvement for all parents including parents of ELLs. At the beginning of the school year we had a "Meet the Teacher" meeting for all parents on all grade levels. Parents were also invited to a breakfast where they had an opportunity to meet with our faculty and classroom staff, including our Parent Coordinator, Aides and School Nurse.
We started these particular Parent Meetings the first two weeks of school. Each grade had their own day to meet with the teachers. These meetings were hosted first thing in the morning to accommodate those parents who had to go to work. Translators are provided for parents that speak languages other than English.

Immediately after the submission of the Language Assessment Battery tests, an orientation for parents of newly enrolled ELLs is scheduled and held. Invitation letters in both English and home languages were sent and phone calls in both English and their home language were made to personally invite them to this orientation. Additionally, parent letters were sent home informing parents in English and their home language regarding their child's current status, i.e. If the child passed the LAB- R or the NYSESLAT, or if the student will be continuing in ESL etc. Parent orientations are scheduled for new parents on an as needed basis.

An ARIS workshop will be held to inform parents on how to use ARIS and how to access their child's information in ARIS. Parents will be given laptops to use and will be assisted in getting email accounts if they do not have one, in order to access ARIS. Translators will be provided for the parents, if necessary.

Parents as Learning Partners, is another program that is implemented in our school. Once a month parents are invited to come to their children's classroom for an hour to be actively involved in their learning. This program is always followed by a workshop conducted by different teacher teams on various topics of interest to the parents based on their requests and feedback. Translators are provided at these workshops.

The school also has a Learning Leaders program, where parents go through a training. These Learning Leaders come in and assist the teachers in the classrooms with children who need extra support. This program is very successful and has grown steadily over the years.

P.S. 242 has a very active PTA; meetings are held at least once a month and are well attended by parents, including ELL parents. Translators are provided at PTA meetings to make sure that everyone in attendance understands and can fully participate in the meetings. In addition to these meetings, the PTA also has many special events for all families such as the Halloween Hop and Multicultural Night.

P.S. 242 does partner with other agencies and Community based Organizations such as the Public Library and the Fire Department, to provide workshops to all parents, including ELL parents. Translators are available at all these workshops and meetings. P.S. 242 extensively uses the assistance of the Translation and Interpretation Unit system provided by the DOE. As a new addition, to help us communicate with parents in the language of their choice, the school has purchased a translation system so parents can simultaniously listen to school workshops in their home languages. Information on after school care for places like Boys Club, YMCA and PAL are given to the parents on a regular basis. Our school continues to work with the Chinese American Parents Association (CAPA) and Korea Tae Kwon Do, to provide students of P.S. 242 with in-house after school and Tae Kwon Do programs.

P.S 242 evaluates the needs of parents by sending them surveys asking them what kinds of workshops they are interested in attending and how they would like to be involved in the school, i.e. Learning Leaders, P.T.A etc. These surveys are sent out in all of the major home languages. Based on the feedback of these surveys the parents are invited to participate in the activities of the school. This feedback gives the Parent Coordinator an accurate idea of how to plan events for the school year. Events concerning technology and academic achievement have been particularly successful.

At P.S. 242 the Parent Coordinator addresses the needs of the parents on an individual basis. The parents are always made to feel welcome and comfortable at all activities in the school. Provisions are always made for the non-English speaking parents to be able to contribute and be a part of their child's education and all other school related extracurricular activities. Translators are always available to assist parents at all school functions.

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.

Part VI: LAP Assurances

School Name: Leonard Stavisky P.S. 242			**School DBN:** 25Q242
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q242 **School Name: PS 242 Leonard P. Stavisky School**

Cluster: 2 **Network: 207**

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.

Home Language Surveys are completed at registration to indicate the home language for all students. The Adult Language Preference Form is also completed at registration indicating what language parents prefer to be communicated in verbally and in writing. This information is recorded in ATS and classroom level lists are generated and distributed to all teachers and support staff. When parents arrive out our front entrance, security desk, or main office they are provied with a multilingual poster informing them of their right to translation and interpretaion and their needs are met. Our Parent Coordinator and Pupil Accounting Secretary support our teachers, school aides, office staff and PTA in using these lists to ensure that each parent receives verbal and printed information and notices in the language of preference.

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.

On our Home Language Survey data for incoming Kindergarten students, 69% of parents (82 out of 122) indicated that a second language was spoken at home. Over the last four years a full 70% of parents reported at registration that a second language is spoken at home. Out of the 82 incoming Kindergarten students for 2013/2014 who were administered the LAB R, 70% (58) were identified as mandated to receive ELL services. School-wide 33% (128 students out of 391) of our students are identified as ELLs and receive ELL services.
After reviewing the Adult Preferred Language Report we learned that 49% of parents (194 out of 391 students) require verbal and written communication in a language other than English. Of that 49%, 71% require Chinese; 11% Korean; and 18 % Spanish. All staff are required to accommodate the parent's language preference when communicating in person, over the phone, and in wiritng. These findings are shared with our School Leadership Team and included in our school's Comprehensive Education Plan, CEP. Posters in all major languages are posted at our two entrances and in the main office informing parents of their right to translation and interpretation services. Over The Phone translation service is always available when an interpreter is not present in the building.

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.

Home Language Surveys are completed at registration and indicate the home language for all students. The Adult Language Preference Form is also completed at registration indicating what language parents prefer to be communicated in verbally and in writing. This information is recorded in ATS, and classroom level lists are generated and distributed to all teachers and support staff. When parents arrive out our front or rear entrance, security desk, or main office they are provided with a multilingual poster informing them of their right to translation and interpretaion and their needs are met. Our Parent Coordinator and Pupil Accounting Secretary supports our teachers, school aides, office staff and PTA in using these lists to ensure that each parent receives verbal and printed information and notices in the language of preference. All written notices, letters and calendars to parents are translated by in-house bilingual staff to the major languages spoken at our school besides English: Chinese, Korean, and Spanish. On site staff fluent in Chinese, Korean, and Spanish provide verbal translation for parents at meetings and over the phone. We make use of the DOE's translation services and in-house bilingual staff and parent volunteers to have letters and flyers translated. Translators are present at all parent and family events through contracted vendors and in-house bilingual staff and parent volunteers. The DOE over-the-phone translation services are used when a translator is not available on site to facilitate communication at parent/teacher and administrator meetings and phone calls home. With the Parent Coordinator, support staff, administration, and all teachers,great effort is made to provide all written notices, letters and calendars to parents in our four major languages besides English: Chinese, Korean, Spanish, and Urdu. We make use of the DOE's translation services and in-house bilingual staff and parent volunteers to have letters and flyers translated.

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.

We use a two way translation wireless system to provide real time interpretation at parent workshops and meetings. Translators are present at all parent and family events through contracted vendors and in-house bilingual staff and parent volunteers. The DOE over-the-phone translation services are used extensively to facilitate communication at parent/teacher and administrator meetings and phone calls home. Posters in all major languages are posted at our two entrances and in the main office informing parents of their right to translation and interpretation services. Translated letters and interpreters are provided to parents at registration. ESL parent orientation meetings are provided in September in all languages for parents of students identified as ELLs upon entrance to our school based on the LAB-R. Letters are sent home informing parents of their right to translation and interpretation services. The ease and availability of over-the-phone

translation is communicated to all parents. The phone number is prominently placed at all phones used to call out of the building and staff is required to make use of the services for all parents who need it when an interpreter is not present in the building.

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.

Posters in all major languages are posted at our two entrances and in the main office informing parents of their right to translation and interpretation services. When calling our school recorded greetings are provided in four languages (English, Chinese, Korean, and Spanish) and parents may leave a message in that language. Bilingual staff members retrieve and repsond to messages daily. Translated letters and interpreters and provided to parents at registration. ESL parent orientation meetings are provided in September in all languages for parents ofstudents identified as ELLs upon entrance to our school based on the LAB R. Letters are sent home informing parents of their right to translation and interpretation services. The ease and availability of over-the-phone translation is communicated to all parents. The phone number is prominently placed at all phones used to call out of the building and staff is required to make use of the services for all parents who need it when an interpreter is not present in the building.