



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

09x042

School Name:

P.S. 42 CLAREMONT COMMUNITY SCHOOL

Principal:

LUCIA ORDUZ-CASTILLO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 42 Claremont Community School School Number (DBN): 09x042
School Level: Elementary Grades Served: PK-5
School Address: 1537 Washington Avenue Bronx, NY 10457
Phone Number: 718-583-7366 Fax: 718-583-7345
School Contact Person: Lucia Orduz-Castillo Email Address: lorduzcastillo@schools.nyc.gov
Principal: Lucia Orduz-Castillo
UFT Chapter Leader: Yolande Twiggs
Parents' Association President: Tiffany Swasey
School Leadership Team
Chairperson: Gregory Muir
Student Representative(s): Gianna Alicea

District Information

District: 09 Superintendent: Leticia Rosario
Superintendent's Office Address: 450 St. Paul's Place Bronx, NY 10457
Superintendent's Email Address: lrosario2@schools.nyc.gov
Phone Number: 718-842-0138 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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)
Lucia Orduz-Castillo	*Principal or Designee	
Yolande Twiggs	*UFT Chapter Leader or Designee	
Tiffany Swasey	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Gianna Alicea	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Vindenjea Samuel	CBO Representative, if applicable	
Tara Doherty	Member/ Secretary	
Greer Gardner	Member/Financial Liaison	
Sharon London	Teacher	
Arleny Lopez	Parent	
Lidia Lopez	Parent	
Greg Muir	SLT CHAIR	
Jessica Narvaez	Parent	
Adriane Simmons	Parent	
Oneida Solis	Parent Coordinator	
Elizabeth Sosa	Parent	
Beverly Thomas	Para Representative	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

P.S. 42 Claremont Community School is a PK-5 school with 450 enrolled students. 56% of our enrolled students are Hispanic and 41% are Black. 22% of our student body is students with disabilities per an IEP. 15% of our student body is students classified as English Language Learners.

Our school has a total of 73 staff members including three administrators, one staff developer, and two lead teachers. There are 22 classes, 7 of which are ICTs and 1 that is a 12:1:1. Students receive visual arts, technology, music, science, and physical education & health outside of their classroom.

Each school week begins with a school community meeting in the auditorium where students present on the PBIS expectations, and students of the month are honored. Each school day begins with a 15 minute homeroom period where teachers have an opportunity to welcome students and check-in with the children to help start their day positively. During this time, children have an opportunity to unpack, independently read, complete unfinished homework, and work in a small group for additional reinforcement of a strategy/skill in a specific area.

Our school's mission is to provide a supportive environment for our students and families in the form of academics, enrichment, health and nutrition, and college and career preparation. If we remove barriers to learning, we can support our students' educational success while building stronger families and empowering our community.

As a newly appointed community school awarded the AIDP grant our school has strategically partnered with CBO Bronxworks to bring a variety of supports that address academics, physical and mental health, extracurricular and enrichment activities and economic stability for both children and adults. This initiative will help to strengthen our school as a safe and stable environment for students.

Our school had the most growth in the **DTSDE Tenets Student Social Emotional Developmental Health and Family and Community Engagement**. With the implementation of PBIS last year, we have seen a reduced number of incidents. Our staff shows over a 70% level of commitment to PBIS, per the Benchmarks of Quality Survey. Students receive "cougar paws" when displaying one of the three PBIS expectations, which they use to redeem a priced prize from the cougar cart. Through PBIS, we also have a student council and staff incentives as well.

In addition to PBIS, students' social-emotional well-being is supported through our strategic partnering with Astor Children and Family Services, who has established satellite offering of services in our building. This year we will have a social worker present four times a week -an increase from the last school year. The social worker sees students and families in need. Additionally, we have a full-time guidance counselor and an F-status guidance counselor whom work with our mandated and at-risk students.

Our school has recently established a Child Study Team (CST) which convenes weekly to look closely at students who are having academic and/or social-emotional difficulty, and have been referred by their teacher. The team, composed of the school psychologist, school social worker, guidance counselor, IEP teacher, speech teachers, and family worker, meet to study the behavior the child is presenting and come up with an action plan to alleviate negative behaviors and/or support the child academically. The referred students' teachers are periodically invited to present their findings, provide additional information, and provide updates on the child's progress. Each child referred to the CST has a case manager who ensures that the information needed is gathered, all stakeholders –including parents - and that the action plan is implemented.

Administrative decisions such as the implementation of PBIS, the purposeful staffing and use of support staff resources and their capabilities, and strategic partnering have helped to provide a more stable and safe environment for our students. (DTSDE 5, Student Social and Emotional Developmental Health)

Other strategic administrative decisions have been made to improve the level of instruction and pedagogy, and thereby, positively affect student achievement. For example, the purposeful scheduling of follow-up classroom visits (in between Advance observations) from which school leaders could provide formative feedback to teachers. Additionally, the establishment of an inquiry-based approach in team meetings, including a set time to engage in inquiry work; teacher teams are focused on the analysis of student work and data from performance assessments to improve instruction and academic progress towards goals for students. (PFQR, 2013-2014; DTSDE 2; School Leader Practice and Decisions)

While our school is able to show student progress per the ELA and Math NYS exams (2013-2014), the percentage of students that met state standards on both exams last year was 7% and 10% respectively. Our challenges lie in bridging the learning gap for students in what they know and need to know; and in building the content knowledge and pedagogical skill in teachers, resulting in improved instruction and academic progress for students.

As a result, our key areas of focus this school year will be **Curriculum Development and Support and Teacher Practices and Support**. This will include monitoring instructional tasks to ensure that they provide access to curricula while emphasizing rigorous habits and higher order thinking skills. Additionally, developing pedagogical skill to ensure a closer match between the school's vision in how students learn best to the actual practice in classroom; and finally, our instructional focus for the school year, which is to ensure that all students receive detailed feedback based on the outcome of all assessments and observations, including formative assessments, so that students have a clear understanding of next steps and progress they are making towards meeting a goal.

09X042 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	450	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	96.0%	% Attendance Rate			89.1%
% Free Lunch	96.5%	% Reduced Lunch			2.8%
% Limited English Proficient	12.6%	% Students with Disabilities			24.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			43.5%
% Hispanic or Latino	53.7%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	1.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.65	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.7%	Mathematics Performance at levels 3 & 4			11.0%
Science Performance at levels 3 & 4 (4th Grade)	78.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

09X042 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	450	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	96.0%	% Attendance Rate		89.1%	
% Free Lunch	96.5%	% Reduced Lunch		2.8%	
% Limited English Proficient	12.6%	% Students with Disabilities		24.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American		43.5%	
% Hispanic or Latino	53.7%	% Asian or Native Hawaiian/Pacific Islander		0.7%	
% White	1.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.65	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.52	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.7%	Mathematics Performance at levels 3 & 4		11.0%	
Science Performance at levels 3 & 4 (4th Grade)	78.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

09X042 School Information Sheet Key

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Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	96.0%	% Attendance Rate		89.1%	
% Free Lunch	96.5%	% Reduced Lunch		2.8%	
% Limited English Proficient	12.6%	% Students with Disabilities		24.4%	
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% American Indian or Alaska Native	0.4%	% Black or African American		43.5%	
% Hispanic or Latino	53.7%	% Asian or Native Hawaiian/Pacific Islander		0.7%	
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Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.65	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.5%	
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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

09X042 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	450	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	96.0%	% Attendance Rate		89.1%	
% Free Lunch	96.5%	% Reduced Lunch		2.8%	
% Limited English Proficient	12.6%	% Students with Disabilities		24.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American		43.5%	
% Hispanic or Latino	53.7%	% Asian or Native Hawaiian/Pacific Islander		0.7%	
% White	1.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.65	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.52	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.7%	Mathematics Performance at levels 3 & 4		11.0%	
Science Performance at levels 3 & 4 (4th Grade)	78.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

09X042 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	450	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	96.0%	% Attendance Rate			89.1%
% Free Lunch	96.5%	% Reduced Lunch			2.8%
% Limited English Proficient	12.6%	% Students with Disabilities			24.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			43.5%
% Hispanic or Latino	53.7%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	1.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.65	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.7%	Mathematics Performance at levels 3 & 4			11.0%
Science Performance at levels 3 & 4 (4th Grade)	78.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

09X042 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	450	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	96.0%	% Attendance Rate		89.1%
% Free Lunch	96.5%	% Reduced Lunch		2.8%
% Limited English Proficient	12.6%	% Students with Disabilities		24.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		43.5%
% Hispanic or Latino	53.7%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	1.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.65	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.7%	Mathematics Performance at levels 3 & 4		11.0%
Science Performance at levels 3 & 4 (4th Grade)	78.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

09X042 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	450	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	96.0%	% Attendance Rate		89.1%
% Free Lunch	96.5%	% Reduced Lunch		2.8%
% Limited English Proficient	12.6%	% Students with Disabilities		24.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		43.5%
% Hispanic or Latino	53.7%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	1.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.65	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.7%	Mathematics Performance at levels 3 & 4		11.0%
Science Performance at levels 3 & 4 (4th Grade)	78.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

09X042 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	450	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	96.0%	% Attendance Rate	89.1%		
% Free Lunch	96.5%	% Reduced Lunch	2.8%		
% Limited English Proficient	12.6%	% Students with Disabilities	24.4%		
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American	43.5%		
% Hispanic or Latino	53.7%	% Asian or Native Hawaiian/Pacific Islander	0.7%		
% White	1.7%	% Multi-Racial	N/A		
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.65	# of Assistant Principals (2014-15)	1		
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2		
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.5%		
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	5.52		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.7%	Mathematics Performance at levels 3 & 4	11.0%		
Science Performance at levels 3 & 4 (4th Grade)	78.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A		
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A		
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A		
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A		
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	YES		
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	NO	Limited English Proficient	YES		
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	YES		
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	NO	Limited English Proficient	YES		
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	N/A		
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	N/A	Limited English Proficient	N/A		
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	N/A		
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	N/A	Limited English Proficient	N/A		
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	N/A		
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	N/A	Limited English Proficient	N/A		
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	N/A		
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	N/A	Limited English Proficient	N/A		
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

While our school uses inquiry-based approaches during team meetings, including common planning and inquiry times, we continue to work on promoting higher-order thinking skills through rigorous planning and instruction (PFQR 13-14).

Our school’s strengths are the core curriculum, Core Ready by Litlife, which is aligned to CCLS, adopted on all grades this school year and *Go Math!*, also aligned to CCLS; our teachers are familiar with using data from baselines and endlines to action plan for a unit and make adjustments to instruction; our teachers are familiar with the purpose of inquiry and a cycle. Last year’s collaborative team meetings, in addition to structures for distributive leadership capacity, and the school’s participation in teacher leadership program, coupled with this year’s, has allowed our school to strengthen in Tenet 4 – Teacher Practices and Decisions and the Collaboration element of the Capacity Framework.

Priority needs include using data more timely to inform instruction; targeting groups of students to reinforce key standards; using tools such as Webb’s Depth of Knowledge tool and Hess’ Cognitive Rigor Matrix to assess the rigor of curricula, tasks and instruction both by a teacher and an administrator.

Part 2 – Annual Goal

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

By June 2015, student assessment will show an increase of at least 6% of students performing at Level 3s and Level 4s as per NYS ELA Exam 2014-2015 and NYS Math Exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Afterschool Enrichment Program in ELA – academic intervention will be offered in small groups to support the students through rigorous tasks and demonstration of higher order thinking skills, in preparation for the NYS ELA exam.</p> <p>Guided Reading Program for lower grade students to build essential foundational skills in literacy and prepare them for testing grades.</p>	<p>50 Students on grades 3-5</p> <p>40 Students on grades K-2</p>	<p>January-April</p> <p>March - June</p>	<ul style="list-style-type: none"> • Assistant Principal Supervision • 6 Teachers- two for each grade • 6 Teachers – two for each grade
<p>Saturday Academy in ELA – academic intervention will be offered in small groups targeting specific skills within a focus area.</p>	<p>At Risk 3-5</p>	<p>January-April</p>	<ul style="list-style-type: none"> • Principal Supervision • 6 Teachers – one for each grade • 2 extracurricular teachers • 1 School Aide
<p>Collaborative Lesson Planning to ensure alignment of objectives to standards, multiple entry points and rigorous tasks for students of varying subgroups, including ELLs and SWDs, and at different levels</p>	<p>Teachers</p>	<p>January – June</p>	<ul style="list-style-type: none"> • Assistant Principal & Principal • Lead Teachers • CoreReady Consultant
<p>Parent Workshops on how to support learning at home</p>	<p>Parents</p>	<p>November March May</p>	<ul style="list-style-type: none"> • Principal • Parent Coordinator • Teachers

Part 4 – Resources Needed

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

Students will receive additional support to prepare for testing in an afterschool program; teachers and materials for students.

Students will receive additional support to prepare for testing in a Saturday program; teachers and materials for

students; school aide; extracurricular activities to supplement and offer incentive for students' attendance Saturday school.
 Teacher team meetings to collaboratively lesson plan with support of Core Ready and Aussie Consultants.
 Parents will receive information about testing expectations and strategies to help prepare students at home.

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	x	Title I 1003(a)	X	Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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.

Evaluate the progress of students through assessments such as ELA and Math benchmark and simulation assessments. The midyear benchmarks will show a 3% increase in the number of students reaching proficiency per the exam.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

In our second year of PBIS implementation, our school seeks to display a decreasing number of behavioral incidents in comparison to last year. Our strengths are our staff's familiarity with the students; students have numerous adults in the building to speak to when having a social-emotional difficulty; our resourcefulness in seeking additional support such as an Astor Children and Family Services satellite clinic and an F-status guidance counselor. Our school offers a supportive environment and focus on social and emotional developmental health, as suggested in the Capacity Framework and DTSDE tenets, through PBIS systems and counseling.

Priority needs include offering professional development opportunities for staff outlining the skills and behaviors that demonstrate social and emotional developmental success and equip staff with strategies to identify and respond appropriately, when a student displays signs of social emotional distress, which may impede academic success. (PFQR 2013-2014).

Part 2 – Annual Goal

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

- **By June 2015, 20% of our students will decrease negative behaviors and lateness, and increase positive and healthy social skills as per data from SWIS forms and attendance records.**

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: <ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Implementation of PBIS Tier II – continue implementation of PBIS with support from IUB partnership; use a data-driven approach to action plan and continue to support implementation; target subgroup of students – Tier II; include parental involvement. Teachers will attend IUB retreat and receive support that will reinforce team-building activities in leading PBIS effort with all stakeholders at the school.	Tier II Students 15%	November – June	<ul style="list-style-type: none"> PBIS Core Team Child Study Team Assistant Principal Principal
Extracurricular Offerings as incentives – provide students with extracurricular/enrichment activities as incentives to promote attendance (including on-time arrival) and the awarding of positive behaviors; inform parents via monthly newsletter.	All Students	March – June	<ul style="list-style-type: none"> Assistant Principal Principal Teacher Volunteers School Aides
Inquiry Attendance Team – target group of students with 20% absence or lateness rate; assign staff member as mentor to conduct daily check-ins and communicate with parents.	Tier II Students 15%	September – June	<ul style="list-style-type: none"> Principal Attendance Team
Participation in Institute for Understanding Behavior (IUB) and use of SWIS form for entering incidents.	All Staff	September – June	<ul style="list-style-type: none"> All Staff IUB Point Person School Aide

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> PBIS team members representing different positions such as teacher, school aide, paraprofessional social worker. A Child Study Team to address referral of students presenting social-emotional and academic need. IUB point person (see below) Teacher volunteers to lead extracurricular offerings, such as clubs and centers. Inquiry attendance team that meets weekly to address student lateness. Team members would be responsible for serving as one-to-one mentors for targeted students. Participation in IUB; installment and rollout of SWIS; school aide to enter incidents

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February, the school will see an increase of 10% in the number of student on-time arrivals and a 5% decrease in the number of student incidents.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Our school continues to work on becoming an authentic professional learning community. We provide teachers with common planning time four days a week, and on one of those days the planning is a combined 90 minute period. Our teachers are learning to use a variety of data to inform planning and adjust instruction. Teacher teams work collaboratively to analyze the data and decide on next steps within classes and on the grade.

Our priority need is to provide support for teachers to move the delivery of instruction from a teacher-directed style to one that involves students in monitoring their own progress through self-assessment and frequent feedback, sharing of data and next steps. (PFQR 2013-2014. Additionally, teacher teams must focus on lesson planning for an increased level of student engagement.

Part 2 – Annual Goal

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

- **By June 2015, 100% of classroom teachers will have the opportunity to facilitate a team meeting where best practices are shared based on data to improve student achievement and student engagement as evidenced per team meeting minutes.**

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Participation in Teacher Leadership Program – Training of TLP participants in the use of protocols to analyze student data and work, and inform lesson planning. Teacher leaders receive training in team building activities i.e. North East West South Protocol to help build the foundation and cohesive structure needed for inquiry work.	5 Teachers	September-June	Lead Teachers Grade Chairs/Inquiry heads
Established Use of Protocols on team meetings with teachers adhering to protocols to guide their meeting and work.	All Teacher Teams	September-June	Administration Lead Teachers Grade Chairs
Additional Lesson Planning time that focus on structuring lessons with a strong mini-lesson that includes explicit instruction and different entry points that increase student engagement and allow access to the curriculum.	All Teacher Teams	January-June	Aussie Consultant Core Ready Consultant Lead Teachers Teachers Administration

Part 4 – Resources Needed

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

Resources include time to meet with grade chairs to support their facilitation of meeting; time set aside during Monday afternoon PD session for lesson planning work sessions; consultants and lead teachers to support teachers with lesson planning; time for TLP participants to turnkey information to team members and support their facilitation of meetings; administration’s observation of team meetings and analysis of product to determine efficacy. Per session for participates to curriculum plan

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

By February, all teams will have grade chairs facilitating meetings and modeling the use of protocols. By February, teachers will be engaged in lesson planning workshops embedded into our Monday PD cycles.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school prides itself in its vision to build capacity amongst teacher leaders and its encouragement of distributive leadership. Teachers have numerous opportunities to receive professional support through resources inside and outside of our building. Additionally, teachers have the opportunity to lead learning for colleagues and parents.

Our priority need is to hold staff accountable for student success via consistent monitoring of curriculum and implementation. (PFQR 2013-2014). Additionally, there should be evidence of high leverage feedback and quality professional development provided to teachers that positively impact student outcome.

Part 2 – Annual Goal

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

By June 2015, lead teachers, grade chairs and school leaders will complete participation in two capacity building, year-long programs, *New Teacher Center and Teacher Leadership Program*, which seek to develop best practices in leading teams effectively and to also support instructional leaders in providing teachers with high leverage feedback that positively affect student achievement.

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: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Participation in Teacher Leadership Program (TLP) offered by the Office of Leadership which builds capacity in teacher leaders to facilitate team work and lead projects at their respective schools. CP Framework Element of Trust – teacher leaders receive training in team building activities i.e. North East West South Protocol to help build the foundation and cohesive structure needed for inquiry work.	5 teachers and administrator	September-June	Administrator; 5 lead teachers; 1 lead teacher
Participation in New Teacher Center (NTC) aligned with district learning goals. CP Framework Element of Trust -Mentors receive training on coaching techniques and building a relationship of trust with teachers. School leaders receive training on how to provide teachers with high-leverage feedback following an observation.	2 teacher mentors and administration	September – June	Administrator; 2 teacher mentors
Monitoring of Advance data and tracking of feedback and professional development. Periodic review of the data to notice patterns – areas of strength and weakness – to target feedback and support for teachers.	2 teachers and administration	September – June	Administration Staff Developer Data Specialist
Professional Development support for administrative cabinet through ASCD membership and offerings.	2 Administrators 1 staff developer	September – June	Principal Assistant Principal Staff Developer

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Attendance of professional development days for both mentors and school leaders in the New Teacher Center training; time for administration to meet with mentors; attendance by administration to the evening work sessions of TLP; time to meet with TLP teacher participants decide on school-based projects they will oversee and help carry out; opportunity for participants of TLP to meet and discuss next steps in leading teams and facilitating work on their respective teams; administrative cabinet attendance to PD offerings including ASCD annual conference .

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February, administration will have attended at least two TLP sessions and TLP participants will have attended six TLP sessions.

By February, administration will have attended at least two NTC trainings and NTC mentors will have attended 6 days of professional development.

By February, each teacher will have been observed at least four times (2 logged into Advance and 2 for formative purposes). Data analysis of teacher ratings will determine the impact professional development support t and feedback given to the teacher.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Our Learning Environment Survey indicates that 96% of responders are satisfied with the school culture and systems for improvement, respectively. Last year, we doubled in parent attendance at parent engagement events, and also doubled in the number of events parents were invited too. Regardless, parent involvement could be stronger. As a result, we applied for the AIDP grant, which we were awarded in September, and are now a “Community School.”

Priority needs include building relationships with community agencies which support students and developing new partnerships with other groups. By doing so, we can provide various supports to parents with the purpose of increasing student attendance and achievement. PFQR 2013-2014.

Part 2 – Annual Goal

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

By June 2015, there will be an increase of 5% in parent attendance at parent engagement school-events as measured by the amount of signatures on 2014-2015 sign-in sheets in comparison to 2013-2014 sign-in sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Strategic use of Tuesday Parent Engagement Time to lead homework help for parents once a month.	All Parents	January – June	Administration Parent Coordinator Teacher Point Person
Continued offering of parent workshops on various topics that focus on how to support student achievement from home.	All Parents	September-June	Teacher Volunteers/ Parent Coordinator/PK Social Worker
Use of AIDP grant to recruit more parent involvement and provide support as needed Assess parents needs and establish more opportunities for two-way conversations	All Parents	January-June	Administration CBO Community School Resource Coordinator
Creation of a parent-friendly website where parents can access information about the curriculum and assignments from teacher, and be informed of school-wide events and opportunities to participate in their child’s education.	All Parents	January	Data Specialist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time for teacher point person to work with parent coordinator to structure homework help sessions. Teacher volunteers needed to facilitate parent workshops; other facilitators include social worker/guidance counselor. Hiring of community school resource coordinator through AIDP grant and partnership with Bronxworks (CBO for AIDP grant). Per session for data specialist to create website and purchase of homepage.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

Parent website will be up and running by the end of February.
 A homework help session will be available to parents once a month by February.
 By February, at least one Saturday information fair will be held for parents and at least one parent workshop on a monthly basis.
 By February, a resource coordinator will be employed full-time at the school to help support the community school initiative.

Part 6b. Complete in February 2015.

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

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

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Reading Level	Guided Reading	Small Group	During School Day, 3-5 times a week
	Simulation/Benchmark performance	Strategy Group	Small Group	During School Day 2 times a week
	NYS ELA Assessment 2013-2014	<i>Ready</i>	Small Group	During School Day, 3 times a week
		<i>Foundations</i>	Small Group	During School Day, 2 times a week
		<i>Language Power</i>	Small Group	During School Day, 2 times a week
<i>Imagine Learning</i>		Individual	During school Day, 3 times a week	
	<i>Strategy Reinforcement</i>		Afterschool 2 times a week/Saturday School January-April	
Mathematics	NYS Math Assessment 2013-2014 Growth Percentile	<i>Go Math!</i> Tier 2 & 3	Small Group or One-to-One	During School Day, 3 times a week
	Performance on Key Standard across multiple tests	Strategy Group	Small Group	During School Day, 3 times a week
Science	Summative Assessments	Lab	Small Group	During School Day, 1 time a week
Social Studies	Summative Assessments	Reinforcement – shared reading/shared writing	Small Group	During School Day, 1 time a week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Child Study Team Referral; Parent Referral; Teacher Referral	Guidance Counselor (2) Social Worker (1) School Psychologist (1) Astor Social Worker	Small Group or One-to-One	During School Day, 1 to 2 times a week

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The school participates in NYCDOE job fairs to recruit and vet teacher candidates. With members of the instructional team, school leaders have teacher candidates go through a two-level interview process, including an interview and a demonstration lesson. The school supports new and experienced teachers by providing professional supports, including internal and external professional development. Our school offers coaching support via a staff developer and instructional leads. Professional development is also offered in cycles on Monday afternoons offering topics based on the need of the school (data derived from outside evaluations and in-house sources such as <i>Advance</i>). Additionally, the school has recently partnered with the New Teacher Center to build capacity within the building, training experienced teachers to serve as mentors for newer teachers. This model helps to build pedagogical skill and support teachers new to the profession, with the intention of retaining a higher number of teachers each year.</p>

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).
<p>The school's professional development runs on a 4-6 week cycle, offering a variety of topics for teachers to work through in one cycle. Some of those topics are non-negotiables. For example, each cycle offers PD aligned to the instructional focus and the Common Core Shifts. Other topics include those that teachers have expressed interest in via surveys and those that teachers have volunteered to lead a workshop on.</p> <p>In addition to the professional development offered on Monday afternoons, teachers have the availability of a staff developer. Coaching cycles are provided by staff members as well as the instructional leads in the building. Coaching cycles include the observation of a lesson with feedback, co-planning, and/or co-teaching, modeling of a lesson, etc. Teachers also have the opportunity to visit a colleague's classroom with their instructional support to see a lesson or a particular aspect of their colleague's pedagogy.</p> <p>Additionally, teachers can participate in the professional development sessions offered by the Network, including Teacher Leadership Study Groups, ELL Series Workshops, Science Series Workshops, and Social Studies Workshops, among others.</p> <p>School Leaders also attend monthly professional development via the Network and are provided with targeted support by coaching offered by the New York City Leadership Academy.</p>

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.).

The preschool curriculum is aligned to the Common Core Pre-k standards. The predominant program, Land of the Letter People, teaches prekindergarteners through a cross-curricular, thematic based unit approach. Preschool children will have articulation preparation of their own into a kindergarten program. Vertical planning enables pre-kindergarten and kindergarten teachers to prepare for the students' transitions. Speech provider and early intervention specialist will hold a parent workshop to provide parents with strategies to help develop their child academically and socially within the home. Students will have an opportunity to visit Kindergarten classrooms at the end of the school year. Our Pre-K social worker provides targeted support not only to students and their families but also to teachers.

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.

Since our instructional focus is using data results to drive student outcomes, teachers collectively participate in the analysis of assessments through a collaborative inquiry based approach. Assessment data is collected and entered onto Schoolnet, and teachers and administration come together once a month to discuss data and instructional choices as a result of it. Teachers have been provided with professional development on how to interpret running record data, as well as how to engage in an inquiry cycle with the purposes of using data to inform instruction. They will continue to receive professional development on how to analyze data to inform instruction. In addition to the norming and scoring of the assessments, teachers participated on the MOSL committee and participated in the selection of MOSL assessments

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity
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		FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	411,470	X	Pg. 10-12; 13-15; 16-18; 19-21; 22-24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	99,598	X	Pg. 10-12; 13-15; 16-18; 19-21; 22-24
Title II, Part A	Federal	170,158	X	Pg. 10-12
Title III, Part A	Federal	11,201	X	Pg. 16-18
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,470,405	X	Pg. 10-12; 13-15; 16-18; 19-21; 22-24

¹Explanation/Background:

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

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

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

Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide Program school is not required to distinguish among funds received from different sources when accounting for their use. Consolidating 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). A Schoolwide Program school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the intended beneficiaries are met.

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

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

Improvement 1003(a) - support implementation of school improvement activities identified through the Diagnostic Tool for Student Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

Priority and Focus School Improvement Funding: support implementation of school improvement plans that aims to improve student achievement and address the identified needs

Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an average register greater than 20. If space is not available to form additional classes, funds may support push-in to supplement the instructional program.

To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment and meet the same challenging State academic content and achievement standards in the core academic subjects that all other students are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain language instruction programs and English language development programs that assist schools in effectively teaching students to achieve English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficiency in English language instruction programs.

Intent: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and academic achievement.

Important Note: The following funds may not be consolidated:

Parent Involvement Set-aside: Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation 100.1 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 learning goals in the school comprehensive educational plan.

Special Education Focus School Parent Engagement Set-aside: Additional set-aside is to enable greater and more meaningful parent involvement in the education of their children.

to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds: These funds must be used for the purposes specified in the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. Workshops should be planned in advance and a schedule distributed to the parents, outlining entire year.
- 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. Workshops should be interesting and engaging to parents, their needs and their interests.
- 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. Communicate information via mail and email to parents as well.
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Learning fairs for parents; in the fall and the spring
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents; increase father involvement using sports, TV/movies, Fathers Day at School, etc.
- 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 in our "Wednesday folder" for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- inviting parents for a coffee hour through *News with Orduz*
- increasing parent attendance in the building through *Children at Work Day*
- *hosting events such as musical concerts for parents to come and see their children perform*
- *Phone Blast messages to parents about events and activities that are taking place in the school.*
- *Monthly parent workshops to support parents at home with behavior and academic help for students.*

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 09	Borough Bronx	School Number 042
School Name P.S. 42 Claremont		

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

Principal Lucia Orduz	Assistant Principal Ivette Matos
Coach type here	Coach type here
ESL Teacher Angelique Annese	Guidance Counselor Carlos Munoz
Teacher/Subject Area Charles Gerber-Computers/Data	Parent type here
Teacher/Subject Area type here	Parent Coordinator Oneida Solis
Related Service Provider Janelle Ortiz	Other Michelle Verdiner
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	459	Total number of ELLs	58	ELLs as share of total student population (%)	12.64%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	39	ELL Students with Disabilities	17
SIFE	2	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	39	2	11	17	0	4	2	0	2	58

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	39	2	11	17	0	4	2	0	2	58
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	4	8	11	8	6	12	0	0	0	0	0	0	0	49
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	1	1	0	0	1	0	0	0	0	0	0	0	3
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	1	0	0	1	1	0	0	0	0	0	0	0	4
TOTAL	5	10	12	8	8	15	0	58						

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)	1	1	0	2	2	0	0	0	0	0	0	0	0	6
Intermediate(I)	5	5	3	2	7	3	0	0	0	0	0	0	0	25
Advanced (A)	5	5	4	4	11	14	0	0	0	0	0	0	0	43
Total	11	11	7	8	20	17	0	0	0	0	0	0	0	74

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	12	2	0	0	14
4	13	1	0	0	14
5	10	5	0	0	15
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	0	1	0	0	0	0	0	13
4	12	0	2	0	0	0	0	0	14
5	14	0	3	0	0	0	0	0	17
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	7	0	6	0	0	0	17
8	0	0	0	0	0	0	0	0	0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P.S. 42 uses Fountas & Pinell and ECLAS-2 to assess the early literacy skills of our ELLs. This provides us with data relating to phonetic awareness, sightwords, reading accuracy, reading fluency, listening and reading comprehension, and speaking and writing skills. This informs our instructional plan by enabling teachers to instruct students according to listening, speaking, reading, writing, and phonetic

awareness skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have approximately 5-15 ELL students per grade. In 2013, 18 students scored proficiency. In 2012, only five students earned a score of proficient on the NYSESLAT. The majority of students who reached proficiency have been receiving services for 0-3 years. Other students have reached proficiency have been receiving services for 4-6 years.
The majority of ELLs can be found in the fifth grade, followed by first and second grade and third and fourth. Of the 59 ELLs, 4 arrived to the United States at the beginning of the 2013-2014 school year and speak no English. The majority of students who took the 2013 NYSESLAT or 2013 LAB-R scored advanced or intermediate. Across the grades the majority of students are at an advanced or intermediate proficiency level. There are currently approximately six students who scored beginning on the 2013 NYSESLAT or LAB-R.
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](#))
Not applicable at this time.
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. When looking at the 2013 NYSESLAT data and recently administered LAB-R scores it clear to see that patterns develop across the proficiencies and grades. As a whole, ELLs listening scores declined slightly. Beginning level students struggle across the four domains (listening, speaking, reading, and writing) with the exception of three students. Two of these students have been receiving ELL services for 0-3 years and one for 4-6 years. One of these students is a SIFE student. Most intermediate students met or come close to meeting proficiency in reading, but show a deficit in the writing domain. Many advanced students scores show a slight decline in writing, but show an overall gain in the other domains. Across the grade levels there has been improvement in the students' scores. Many have moved proficiency levels. Students who have not moved in proficiency levels also show a gain in growth from the previous year's NYSESLAT score.

The majority of ELLs testing is done in English, since there are currently only 12 beginning level students. Testing in the students' native language is available for use when needed. Several ELLs have used the Spanish translated version of the NYS ELA and NYS MATH exams for reference when they struggle with content vocabulary, but continue to take the exam in English.

B. Pearson ELL periodic assessment is administered to all ELLs in third through fifth grade. ESL teachers access the Pearson site to gain access to their students' data. This information is then shared and used by teachers when conducting small group instruction within their classroom. Teachers use this data to target the linguistic, cognitive and academic skills across grades in literacy and all other content areas. Administration is tracking the ELL students progress and needs by using the data to address strengths and weaknesses of the students. There will be monthly data talks which consists of specific dialogue surrounding the ELL students. Administration will meet regularly with the ESL providers to discuss the trends and patterns of the ELLs as well. The Data Specialist has been charged with to disaggregate the data to identify the ELLs subgroup and track progress.

C. We have learned that our ELL students typically fair well with speaking and understanding the English language. The major area of struggle is in writing. We have informed the ESL providers to provide heavy supports in writing using a variety of ESL strategies. In addition, ESL providers use the push-in model and have been asked to leave Anchor Charts and evidence within the classroom environment for students to use as a reference along with the classroom teacher.
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](#))
P.S. 42 uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework by using the baseline data. The data is used to guide instruction for ELL classroom teachers, as well as to provide guided help with NYS standards students are not proficient in. If a student falls two levels below, extended instruction is receive during extended day periods. For RtI instruction in tier III, iready is used.
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 using the data from various assessments, such as the LAB-R and NYSESLAT as well as the periodic assessment and reports such as the RLAT and AMAO to drive differentiation for that child or group of children. The data that is gathered and analyzed to located the areas of strength and weakness. Children who are current ESL students or who are in transitional years of service are placed into ELL classrooms, unless they have an IEP that specifies other placement. ELL classroom teachers and ESL teachers work together to provide differentiation in lesson plans and activities for ELLs.
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?

Questions are not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL program is evaluated based on running record growth, ECLAS-2 growth, periodic and actual NYSESLAT, and NYS ELA scores.

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](#).)
P.S. 42 follows the steps according to the NYS LEP Identificatopn Process.. The Director of Family Support Services, the school secretary, the Parent Coordinator, and a licensed ESL pedagogue will conduct the informal interview and Parent Orientation. Both, parentcoordinator and ESL pedagogue are fully bilingual in English and Spanish. An ESL pedagogue trained in the ELL identification is always available to administer and assist parents with the Home Language Identification Survey. Once the Home Language Identification Survey (HLIS) is competed a copy of the HLIS is then placed in the student's cumulative record folder. If the Home Language Survey indicates that the home language is English, the student enters the general monolingual education program. If the student's home language is not English, the Parent Coordinator seeks the ESL teacher who can conduct the informal interview in the parent's native language. Next, within 10 days, the ESL teacher administers the formal initial assessment, LAB-R to the student. If the student scores within the proficiency range as indicated on the LAB-R cut scores, the student is not identified as an English Language Learner or Limited English Proficient and enters the general monolingual education program. if the students does not score with in the proficiency range as indicated by the LAB-R cut scores, the student is identified as an English Language Learner or Limited Proficient (LEP) and is placed in the appropriate program based on parent choice: a freestanding ESL program. Once the LAB-R results show that a child is an ELL and the HLIS indicated that Spanish is the language used at home, a licensed ESL pedagogue will then administer the Spanish LAB-R to determine language dominance. A parent orientation is conducted where the parents view the DVD and the 3 different programs are explained. Parents are made aware that P.S. 42 only has a freestanding ESL program and that we will help them to find the program of their choice or if the program opens up. Regardless of the program, as an LEP student, the student will rake the NYSESLAT during the month of May, depending on the scheduled exam dates. The LEP student will continue to takethe exam until he/ she schore a level of proficiency on each of the language modalities: Listening, Speaking, Reading, Writing. The licensed ESL pedagogue and the assistant principal in charge of testing will print out from the Automated School System (ATS) the following report5s that help determine NYSESLAT eligibility: RLER(list of eligible students to take LAB-R or NYSESLAT; RMSR (exam primary/ secondary report (ELA, MATH, NYSESLAT, LAB-R); and the RNMR (NYSESLAT scores and modality breakdown).
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.
The parent Orientation will be held immediately after the school has to administer the LAB-R to newly enrolled students. A licensed ESL pedagogue fluent in English and Spanish will conduct the Parent Orientation for newly enrolled students. The entire process from registration to Parent Orientation and placement of students is completed within the 10 day window. The appropriate program: transitional bilingual, dual language, or free standing ESL is choosen based on parent preference and number of students with the same native language in two contiguous grades. In our school there is only a free standing ESL program. Parents whose children have been identified as LEP students according to the process outlined above in number one will be sent a letter to attend a Parent Orientation. During this Parent Orientation an agenda will be followed that includes: a review of the LEP process, a video that explains the available programs for LEP students, the Parent Selection and Survey form, and a Guide to Parents of LEP students. Following this, there will be a time for questions and answers. All newly admitted students throughout the year will follow this same process as described above in questions one and two. The first parent orientation will occur during the Welcome Back time frame scheduled in September. Subsequently, throughout the year, parents of newly admitted students will be given an individual Parent

Orientation. Upon completion of the Parent Selection and Survey form, the original is placed in the students cumulative record folder. Parents who have chosen a TBE/DL will be notified immediately of either one of those programs become available in the school. Also, the school's administration (principal and assistant principal) will collaborate with the Network Leader and schools within their network to keep informed of TBE/DL availability and inform the parents. A bilingual program will be offered once the school has a minimum of 15 students in two contiguous grades, speaking the same language for which parents have requested.

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

After a student has been identified as a LEP student, parents are sent the entitlement letters with a tear-off sheet at the bottom to sign. The tear off sheet must either be immediately returned to the ESL teacher, or they can be delivered to the ESL teacher at the time of the Parent Orientation when the parent fills out the parent Survey and Program Selection forms. Parents who do not return the signed tear off sheet indicating that they have received the entitlement letter and/ or do not attend the Parent Orientation to fill out the Parent Survey and Program Selection form will receive a follow-up from the Parent Coordinator, the ESL teacher, or the student's classroom teacher in the form of a phone call. Parents will also be addressed during other points of opportunity such as dismissal. Data for determining entitlement is gathered from the RLAT report taken from ATS or the hand scored grades of the LAB-R.

Continued services letters will be sent home to notify parents that their child is still eligible to receive ESL services in the original program of choice. Letters are sent home with a tear off slip that must be returned to the ESL teacher. Parents who do not return the signed tear sheet indicating that they have received the continued or discontinuation of services will receive a follow-up from the Parent Coordinator, the ESL teacher, or the student's classroom teacher. Parents will also be addressed during other points of opportunity such as dismissal. Both continued service and discontinuation of service letters are developed based on the students NYSESLAT scores from the previous school year. The RLAT is pulled from ATS and ran for both eligible and in-eligible students.

4. In order to determine eligibility for both the NYSESLAT and LAB-R exams the RLER report is run from ATS. 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 ESL teacher receives the Parent Survey and Program Selection form, as well as the number of students in two contiguous grades who have the same native language. If there are 15 or more students in two contiguous grades who have the same native language, and if the Parent Survey and Program Selection forms are filled out by the parents of these students indicate a preference for a Transitional Bilingual Program, then administration will be notified and informed that a Transitional Bilingual Program must be provided. However, if the numbers indicate a Transitional Bilingual Program could be made available, but the Parent Survey and Program Selection forms filled out by the parents of these students indicate a preference for English as a Second Language (ESL) Program, then the students will enter a Freestanding ESL Program as per parents' written request. The default program placement for students whose parents who do not complete the and submit the Parent Survey is TBE. However, our school only has a Freestanding ESL program. During all Parent Orientation meetings, before and after parents watch the video the licensed ESL pedagogue will explain the benefits of each program (TBE, Dual Language, and ESL). Materials will be given to parents about all ELL programs in their home language. We also have a question and answer period that is provided in Spanish for the parents whose native language is Spanish. During the review of the Home Language Identification Survey (HLIS) we will identify those parents who speak languages other than English and/or Spanish that will be attending our Parent Orientation. The purpose is so that we may contact the Translation and Interpretation Unit to contact a translator if needed during the Parent Orientation. The ELPC screen is updated in ATS within 20 days of a student's registration.

Parents who do not return the signed tear sheet indicating that they have received the entitlement letters or who have not completed the Parent Survey and Program Selection form will receive a follow-up from the Parent Coordinator, the ESL teacher, or the student's classroom teacher. Parents will also be addressed during other points of opportunity such as dismissal.

Continued services letters will be sent home to notify parents that their child is still eligible to receive ESL services in the original program of choice. Letters are sent home with a tear off slip that must be returned to the ESL teacher. Parents who do not return the signed tear sheet indicating that they have received the continued or discontinuation of services will receive a follow-up from the Parent Coordinator, the ESL teacher, or the student's classroom teacher. Parents will also be addressed during other points of opportunity such as dismissal. Both continued service and discontinuation of service letters are developed based on the students NYSESLAT scores from the previous school year. The RLAT is pulled from ATS and ran for both eligible and in-eligible students.

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.

Before materials are ordered for NYSESLAT testing the number of current ELL students is counted and the number of modified tests is determined (large print, brail, ect.) by using the RLER and RSPE reports from ATS. Students are then placed into groups based on their testing modifications and accommodations are made to meet IEP testing modifications (extended time, testing in an alternative location, time and a half/ double time/ no time limit, questions read/ re-read, ect.). For the speaking portion of the NYSESLAT students are tested individually with a trained staff member, who is not their ESL teacher, to score. Students are administered the listening, reading, and writing portions in groups according to modifications in small group locations. The exam is given based on grade bands: K, 1-2, 3-4, 5-6. Before administration of the exam the answer documents are checked for errors and missing information is filled in (years of service, home language). When materials arrive at P.S. 42 they are counted for accuracy and logged in. Exams and answer documents are counted and placed in manila envelopes based on the testing groups' numbers. Trained staff, that are administering the exam count and recount the number of exams and answer documents that they are receiving and sign off to ensure accuracy and accountability. The exams are then administered and materials collected. Students answer documents are filled in (Kindergarten and 1st grade) by a trained staff member that is not their ESL teacher to ensure security. Writing portions are graded at P.S. 42 by a team of trained staff who is not the student's ESL teacher. Staff grading will not grade more than 1/3 of each student's exam. Grades for speaking and writing are then recorded on the correct answer document. Scoring is done by trained staff members and adheres to the NYSESLAT scoring policies and procedures.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
In the past two years, 95% of parents of newly admitted LEP students have requested Freestanding ESL.. Yes, an ESL program model is offered at P.S. 42 that is alligned with parent requests.

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])?

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

P.S. 42 will be using a push in ESL model for grades K-5. By using highly flexible grouping based on general education and assessment data (ECLAS-2, NYSESLAT, NYS Assessments, ELL Periodic Assessment, Runnign Records, and student work), including conference notes, students will receive instruction based on their language and academic needs. Instruction will include small group and whole group. ELLs receive instruction, including content area instruction in English using ESL methodologies.

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

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.

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

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

Although we do not have transitional bilingual or dual language programs, new entrants, who speak Spanish and are entitled to services based on the LAB-R, are administered the Spanish LAB to determine their level of literacy in the native language.

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

All ELLs are administered a variety of assessments throughout the school year that will evaluate their growth in all four modalities (listening, speaking, reading, and writing). P.S. 42 uses the following assessments; ECLAS-2, Fountas and Pinnell, ELL periodic assessment, and chapter and unit assessments for core curriculum. We also administer mock tests of the NYSESLAT, NYS ELA, and NYS MATH.

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).

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

A. SIFE parents and their families will be introduced to the school community and the ELL program through an individual orientation meeting with the Parent Coordinator and the ESL Teacher. During this meeting, an explanation of school and classroom procedures will be

explained. Primarily, the expectations will be set for the students to complete class work and homework. Also, as outlined in the Title III Instructional Program for P.S. 42, families will be strongly encouraged to attend the Saturday; and to have their child attend the SCAN/ Learn & Lead after school program.

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

B. The newcomers will be supported with an ESL push-in model through out the instructional day. The students focus will be to enhance their reading, writing, listening, and speaking skills through the use of graphic organizers, scaffolding, and vocabulary words. In addition the students will also be enhancing their reading skills with small group instruction as well as guided reading groups. The students will also focus the first round of their Extended Day on essential vocabulary and language development for success in the classroom. Additional support will be offered after school on Saturdays with test sophistication strategies and test sophistication materials. The ELL/ SWD/ Holdover students will be serviced in Extended Day by the Coaches.

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

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

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

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

Apart from the aforementioned additional instructional support, as outlined in the Title III Instructional Program for P.S. 42, families

of all ELLs who have received 4-6 years of service will be strongly encouraged to attend the ELL Saturday Academy; and to have their child attend SCAN/ Learn & Lead after school programs.

D. For ELLs who have been receiving services for six or more years, both Tier 1 and Tier II interventions as well as the ESL academic and language needs will be reviewed by the classroom and ESL teacher, and then by the School Assessment Team. Upon completion of this review process, the academic and language needs will be revised and corresponding objectives will be taught over a six week period in small groups with no more than three students, using the instructional resources from the RIGOR program. After this period, academic and language needs will be reviewed and new objectives will be assigned.

E. Students who have reached proficiency on the NYSESLAT will be monitored for additional support and will be placed in the push-in program with the other students as needed. The classroom teacher will inform the ESL teachers as needed. In addition, ELL students reaching proficiency levels on the NYSESLAT will be entitled to continued to receive testing modifications for one more year.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use provide access to academic content areas and accelerate English language development by using ICT models and push-in services by all providers (ESL and related services). Several times a week ELL-SWD may be pulled out for additional services to help meet academic and language needs. Teachers model strategies that align with students needs. Additional materials such as visuals, glossaries, realia, scaffolded charts, and graphic organizers are used as well.

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 curriculum embeds and incorportaes UDL practices for the teachers to implement to assist the ELL-SWDs. Use of technology , such as SMART boards and lap tops allow visual a, tactile and kinestetetic input to facilitate learning, all IEP services are provided within the classroom settings to allow for scaffolding of the curriculim and meeting IEP driven goals within classroom instruction to assist the students with accessing the content. Flexible scheduling is provided to address individual program needs of the students. These strategies allow for students to have supports to allow for the LRE.

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:	, use of visual supports anu.		
Social Studies:			
Math:			
Science:			

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

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

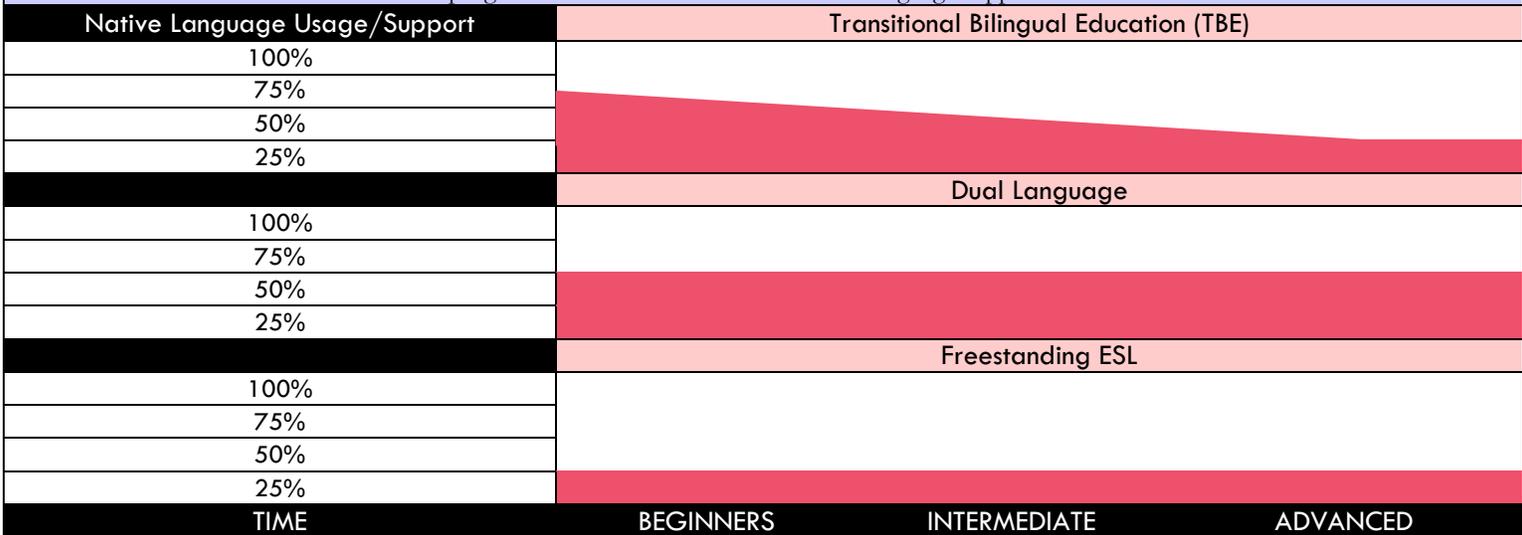
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
All ELLs, regardless of subgroup, are receiving the mandated ESL, ELA, Math, and other content area allotted instructional time. For newcomers and long-term ELLs, instruction will include Tier II academic vocabulary and Tier III area vocabulary as well as content area concepts. In addition, for newcomers, lesson preparation will emphasize building background to prepare for vocabulary and concepts of Math, Science, and Social Studies units. Targeted intervention for content area instruction for ELLs with special needs and SIFE students will be followed as outlined above in corresponding sections. Our ELL Saturday Academy Program is used to provide academic intervention to our ELL population. English is the language in which intervention services are offered, however, with SIFE students, the native language might be used to strengthen students' native language proficiency and skills to ensure they are able to transfer these skills to the second language.
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 increased number of ELLs that have met proficiency on the current ESL program model is meeting both the content and language development of students. In 2012 P.S. 42 had 12 ELLs become proficient on the NYSESLAT. On the 2013 NYSESLAT had 18 students become proficient and student growth across the board in all proficiency levels. It is clear to see that the ELLs are benefiting from having service providers push-in to their classrooms and aid them in their content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
At the end of this school year 2013-2014, programming and scheduling will be reviewed by administration. During this time changes will be made to address the instructional needs of all ELL students.
12. What programs/services for ELLs will be discontinued and why?
No ESL programs/ services will be discontinued unless all students test out of ESL or unless the numbers of LEP students drops down to zero. Parent Survey and Selection forms will also indicate a need for a program change.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL students are mandated to participate in the Extended Day Program (Tuesday, Wednesday, and Thursday) and are encouraged to join our after school academic and extracurricular arts and sports leadership and enrichment program, SCAN/ Learn & Lead; and the P.S. 42 Saturday Academy.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials used to support ELLs are: SMARTboards, conference notes, small group plans, Fountas & Pinnell running record assessment materials, GO! Math and Harcourt Science and Social Studies textbooks, Balanced Literacy leveled libraries (by levels and genres), picture and bilingual dictionaries, vocabulary-picturecards, and picture books. In addition, students students will be provided with laptops/ computers to access the following websites to support development: McGraw Hill Acuity (Reading and Math), Starfall, Brain pop (and Brain Pop Jr.).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
The P.S. 42 ESL Program offers native language support through bilingual teachers and Inaguage buddies. Bilingual Spanish-English teacher provide language support when students are unable to communicate in English in the classroom. Language buddies are also provided to students whose teachers who are not able to communicate in the students native language if applicable. Language buddies are students who share the same native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services support and resources correspond to ELLs' ages and grade levels. All ELLs have a different entry point. Therefore, ELLs will be exposed to a comprehensive core curriculum in literacy and mathematics to meet the challenges of English Language Learners. Support staff providing instruction to our ELL populationreceves ongoing professional development on research-based coaching and teaching strategies to support our ELL community. The ESL teacher in collaboration with our literacy coaches, math coach, and classroom teacher select instructional materials that are age and grade appropriate in order to promote proficiency level.
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.
Parents and students meets with the ESL teacher and receive the following in the student's native languageif possible: tour of the school and student's classroom, and explanation of classroom rules and procedures, the homework policy, an after school program application, and contact numbers of the Parent Coordinator and ESL teacher.
18. What language electives are offered to ELLs?

Not applicable.

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)?

Not applicable.

C. Professional Development and Support for School Staff

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

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

2. At P.S. 42 many different professional development resources are offered to teachers of ELLs in order to help support ELLs as they engage in the Common Core Learning Standards. Sara Martinez, from Fordham University, is providing professional development that is based on a needs assessment and data collection from the teachers of ELLs. We also hold grade level meeting that discuss strategies used to aid ELLs and scaffold/ differentiate instruction and have common planning time. Teachers of ELLs and other classroom teachers attend professional development offered by OELL and other organizations.

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

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

D. Parental Involvement

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

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

2. Our school is partnered with SCAN Community Based Organization. SCAN collaborates with the school to ensure that ELL parents have participation in parent workshops, such as ESL classes, Developing Good Parenting Skills, etc. Parents are also encouraged to volunteer in school activities and festivities during and after school hour. Our parent coordinator plans monthly workshops for all parents, ELL included, on various topics. The parent coordinator and ESL teacher assist with the translation during these workshops. We are currently working with Mercy College to provide parents with various workshops throughout the year. Mercy College has a Parent Center which provides and gives information to the parents of various services that they offer to the families.

3. At P.S. 42 we use the Home Language Identification Survey (HLIS) to analyze the translation services we will provide the parents. We also have sent a parent form to indicate the language of comfort. To ensure that all parents are included in the school community, all communications are made in English and Spanish. Written communications include but are not limited to centrally and regionally produced critical communications, student specific critical documents, school permission slips, school event memos, translated homework instructions, messages from the principal, and communications from the Chancellor of the Department of Education.

4. Parental involvement empowers the parents to have the knowledge of what is going on in the school that their child is attending and gives them a voice. It gives them the opportunity to see how their child's school functions and gives them insight of the changes being made with the state standards. With parent involvement, the parents are able to more involved with their child's education. Through the use of a parent needs survey, activities are designed to address the results.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Claremont School

School DBN: 09X064

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lucia Orduz	Principal		
Ivette Matos	Assistant Principal		
Oneida Solis	Parent Coordinator		
Angelique Annese	ESL Teacher		
	Parent		
Charles Gerber, Computers data	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Carlos Munoz	Guidance Counselor		
	Network Leader		
Michelle Verdiner	Other <u>Assistant Principal</u>		
Janelle Ortiz	Other <u>Related Service Prov</u>		
	Other _____		
	Other _____		



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: PS 042 Claremont Community	DBN: 09X042
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 65
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

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:

At PS 42 we offer a free standing ESL program. We currently have 65 ESL students. In order to supplement the core instruction program, we will provide an additional program for 18 beginner ELL students and 47 intermediate and advanced ELL students in grades Kindergarten through fifth Grade. We will target language development in kindergarten through second grade as well as additional preparation for the 2015 NYSESLAT. ELL students in grades three through five will focus on NYSESLAT and ELA preparation. The rationale that supports the need for these instructional programs is supported by the 2014 NYSESLAT, NYSITELL, AND 2014 NYS ELA data. Only 8 students tested proficient in 2014. The majority of ELL students in third grade - fifth grade only met benchmark level one on the 2013-2014 ELA and have not shown progress and growth over the past 2 years.

In order to ensure new comers (those who have been receiving services for 0-3 years and are approaching English proficiency on the NYSESLAT) reach proficiency within three years; to ensure Long-Term ELLs (those who have been receiving services for four or more years); and all other ELL students score proficient or move at least one proficiency level on the 2015 NYSESLAT, we will offer two different programs to meet the students language development needs.

Our goals for these programs include the following: First to ensure that students are able to review content objectives and language objectives. The second goal will focus on making sure that ELL students are aware and exposed to test format and have a bank of test-taking strategies. Another goal is to ensure that advanced students gain proficiency and that intermediate/ beginner level students gain at least one level of proficiency on the NYSESLAT. Students in grades three to five have an additional goal to move one performance level or more on the NYS ELA exam. A fourth goal for both of these programs is to provide support through vocabulary development.

We will offer an after school program for beginner proficiency level and new comer students that focuses on developing the four domains (reading, writing, speaking, listening) through literacy. ELLs invited to attend this program are in grades Kindergarten to fifth and have a test score of Beginner on the NYSITELL or NYSESLAT 2014. This group consists of students who are recent arrivals to the United States and/ or are struggling to show growth towards proficiency. There are nine new comers, who have recently moved to the United States from other countries and nine beginners who need more support in order to move towards proficiency. This program will run for a total of 13 weeks on Wednesdays and Thursdays after school, for an hour (2:30pm-3:30pm). It will begin November 5, 2014 and end February 12, 2015. Sessions for this program are: November 5, 6, 12, 13, 19, 20, 26, 27; December 3, 4, 10, 11, 17, 18; January 7, 8, 14, 15, 21, 22, 28, 29; February 4, 5, 11, 12. Instruction will be provided in English with

Part B: Direct Instruction Supplemental Program Information

bilingual supports as needed.

The Saturday Academy will provide support for ELLs who are currently at an advanced or intermediate proficiency level in grades Kindergarten- fifth. They will receive practice and support in developing academic language that is used on the 2014 NYSESLAT, test taking strategies focusing on writing (developing picture based stories and fact based essays), as well as reading (focusing on comprehension). Overall, the Saturday Academy will aim to address the development of oral language, listening, reading and writing skills, and test sophistication strategies. The program will run from January 23, 2015 to April 25, 2015 and will last for a total of 13 weeks. Sessions for this program will be: January 24, 31; February 7, 21, 28; March 7, 14, 21, 28; April 4, 11, 18, 15. Each session will be approximately 4 hours and will run from 8:30am- 12:30pm. NYSESLAT preparation workbooks will be purchased to provide support.

Instructors for both programs will be ESL certified or hold bilingual certification. The after school program will be run by a licensed ESL teacher. Saturday academy instructors will consist of a licensed ESL instructor and at least two instructors with bilingual certification. A supervisor will be hired for the Saturday Academy because it will be the only program that is operational on Saturdays. NYS Common Core Standards based test preparation books for the NYSESLAT will be purchased for students in grades Kindergarten to fifth grade will be purchased for the Saturday Academy. Other materials will be used and provided for students in the after school program.

Part C: Professional Development

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

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

Begin description here:

Staff development will occur during school hours. The rationale for the professional development is supported by the ELA and NYSESLAT data. Teachers attending professional development sessions will review differentiation, new strategies, scaffolding for ELL success, and new research in language development in different aspects within the four modalities (listening, speaking, reading, and writing). Teachers will create lesson plans with ESL strategies to scaffold the units and lessons in the delivery of instruction.

In addition, our instructional staff will be immersed in second language acquisition methods and strategies that will be used for instruction during the Saturday Academy. Three to four sessions will be held for the teachers who will be providing instruction. Sessions will be held after school from 2:30-3:30. For this reason, we will use the expertise of our ESL teacher and an ESL RBERN consultant to do on-site professional development in the field of language learning and acquisition.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

In order to educate parents and/ or guardians of ELLs on how to support their students language development and preparation for upcoming NYS exams, PS 42 will offer a variety of parent workshops. These workshops include and are not limited to test preparation and strategies to help students with language development and how to help students to develop English Language skills. Parents will also be provided with information and invited to workshops that are being held in the community by the NYC DOE. Parents are also invited to and included in additional engagement sessions that are periodically held by the parent coordinator.

In November, a parent meeting will be held for parents of ELLs, whom have Spanish as their primary language. This meeting will focus on CCLS and how parents can aid in their child's success. It will be facilitated by Sara Martinez, from Fordham University's RBERN division. This meeting will be facilitated in Spanish, the native language of the parents who are being targeted, and held on a Tuesday during Parent Engagement time, approximately 2:30-3:30pm.

Workshops will be held during Saturday Information Fairs and Tuesday afternoons for Parent Engagement. They will be conducted by a certified ESL pedagogue, as well as the parent coordinator who is bilingual. An additional translator will be provided to speak in the native language of the majority of ELLs as needed. There will be two workshops one before December and another in February. Workshops will be devoted to teaching parents and/or guardians modified instructional strategies that can be used at home, how to create schedules that support study habits and environments that are conducive to studying. Parents will be shown how they can incorporate short periods of quality study when family priorities and events arise. Information will also be provided in the parents native language to help ensure they are able to support students development at home. During these sessions, parents and/or guardians will be given opportunities to develop materials needed for home study. Therefore in order to implement these workshops, the following supplies will be needed: pencils, paper, notebooks, folders, and copy paper. Refreshments will be provided for parents who are attending workshops. Bilingual dictionaries will be purchased for the parents of ELLs who are recent arrivals to the United States.

Parents will be notified of these activities via letters and flyers, in both English and Spanish. Phone calls will also be placed to remind them of these workshops.

Part E: Budget

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

Allocation Amount: \$ _____

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X042 School Name: P.S. 42 Claremont

Cluster: 400 Network: 401

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

Part A: Needs Assessment Findings

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

According to the Home Language Identification Survey, P.S.42 has found that 74.1% of the 58 ELLs speak Spanish at home. Within the first 30 days of student enrollment, P.S. 42 determines the primary language spoken by the parent of each student. If the language is not English, the school will determine whether the parent requires language assistance in order to communicate effectively with the school. The school maintains a current record of the primary language of each parent and stores information in ATS and on the student emergency cards. The UPPS, UPCO, and RAPL are retrieved from ATS to determine the parent preferred language.

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

The staff at P.S. 42 are also reflective of the needs of the community. P.S. 42 has a bilingual principal, a bilingual assistant principal, parent coordinator, and a few bilingual teachers and support staff. P.S. 42 also has a parent room with bilingual resources.

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

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

The top three languages in P.S. 42 are Spanish, followed by a variety of African dialects, and Arabic. In order to address written translation for these languages P.S. 42 uses a translator when needed if a staff member who is fluent in that language is not available. All written communications are sent home in both English and the preferred language. To address oral language needs a translator is used when required to communicate with parents who do not speak a language that is fluent with other staff members. P.S.42 uses the translation services provided by the D.O.E including but not limited to an over the phone translation and in-house translation services.

Part B: Strategies and Activities

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

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

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

To meet the oral interpretation services goals, P.S. 42 will use their in-house school staff to meet the needs described in part A. During parent workshops and school wide events, a translator will be present to assist in all communications. During parent teacher conferences, all bilingual support staff will be able to be used for translation. When the teacher can not directly serve as a translator himself or herself, other in house staff will be available for translation. We plan on meeting our written translation service goals by using our bilingual personnel and also ordering outside resources. On a school wide level, P.S. 42 will allow ample time for in-house school staff to translate school communications. These notices will build a strong base for communicating upcoming school events and important announcements. During parent workshops Spanish

resources will be available to assist in our family literacy initiative and also offer more resources to these families. These will be ordered from an outside vendor. Lastly, on a class level, the ESL teacher(s) have the capacity to use their bilingual skills to make daily communications, homework assignments, directions, and all other classroom communications in both English and Spanish. Our goal is to use the translator services offered by the NYC DOE for non-Spanish speaking students and parents when possible. These services include phone translators, document translations and translator, as well as other services that are provided to enable clear communication with our students. Translation services will also be provided to the school assessment to meet our students' needs.

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>.

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