

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M042

School Name:

P.S. 042 BENJAMIN ALTMAN

Principal:

ROSA CASIELLO O'DAY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Benjamin Altman School School Number (DBN): 02M042
Pre-K - 5
Grades Served: _____
School Address: 71 Hester Street New York, NY 10002
Phone Number: 212-226-8410 Fax: 212-431-7384
School Contact Person: May Wong Lee Email Address: MLee4@schools.nyc.gov
Principal: May Wong Lee
Allen Ng
UFT Chapter Leader: _____
Sally Phoong
Parents' Association President: _____
May Wong Lee
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 02 Superintendent: Bonnie Laboy
333 Seventh Avenue, 7th Floor New York, NY 10001
Superintendent's Office Address: _____
blaboy@schools.nyc.gov
Superintendent's Email Address: _____
212-356-3815 212-356-7514
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
333 Seventh Avenue, 8th Floor New York, NY 10001
Director's Office Address: _____
YChu@schools.nyc.gov
Director's Email Address: _____

Phone Number: 646-470-0721

Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
May Wong Lee	*Principal or Designee	
Grace Law	*UFT Chapter Leader or Designee	
Sally Phoong	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Wincy Lum	Parent	
George Leung	Parent	
Marisol Ng	Parent	
Eshean Cho	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
Olga Lipsky	Teacher	
Allen Ng	Teacher	
Rowena Lee	Teacher	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 42 is located in a historical section of the Lower East Side of Manhattan. The school opened in 1898 and is a community landmark. A tour of Hester Street would not be complete without viewing the beautiful architecture and façade of the school. P.S. 42 has a large enrollment of immigrant families, most of whom are from China. Generations of families from various backgrounds have contributed to the school's rich history and culture throughout the century.

In our child-centered learning environment, children can develop as critical and literate thinkers via authentic learning experiences and inquiry-based learning. We use authentic literature to develop literacy in all content areas and foster experiences that help children meet the challenges of today and tomorrow. The children's language and experiences are valued and utilized to develop self-esteem, new skills and concepts.

In keeping with the school's interdisciplinary approach to learning, school-wide and grade-wide learning focuses are established. We are consistently engaged in helping our children develop literacy and problem solving skills.

P.S. 42's nurturing environment extends beyond the school day through exemplary after-school programs, on site, as well as off-site. At P.S. 42, students, staff, parents and community work together toward environmental and social awareness, empowerment, problem resolution, and school improvement. In this community of learners and ambitious workers, there are numerous collaborations between the school and community based organizations and agencies, universities and cultural institutions in order to maximize knowledge and expertise and create an effective school.

We have a collaboration with several colleges and high schools from which we receive student teachers/interns and volunteer translators, i.e. New York University, Teachers College, Bank Street College, Seward Park Campus H.S., Victory Collegiate High School, and the High School of Dual Language and Asian Studies. We work closely with a number of community based organizations, i.e. Chinese-American Planning Council, Immigrant Social Services (which conducts a summer and after-school program in our school), the YMCA, University Settlement, Henry Street, Mei Wah After School, Chen Dance Studio, and the Charles B. Wang Clinic. The private sectors with which we collaborate includes Metropolitan Life Insurance Company, Goldman Sachs, Scholastic, Junior Achievement, My Own Book Foundation, and numerous small local businesses.

Teachers participate in professional development activities in a number of institutes, i.e., Teachers College, Bank Street College, New York University, the New York Historical Society, Eldridge Street Synagogue, Dancing Classrooms, Chen Dance, Museum of Chinese Americans and the Lower East Side Tenement Museum. We also have an ongoing collaboration and instructional program through Junior Achievement, Midori and Friends, Open Airways and Y.M.C.A. Swim for Life.

We are committed to refining our Inquiry Based Learning Model throughout the grades. Our literature-based reading program includes the use of fiction and non-fiction books, periodicals, primary sources and documents. We use Investigations in Math, Writers Workshop and Balanced Literacy integrated into an Inquiry Based Social Studies Curriculum. Our Science Program uses a hands-on, inquiry-based approach. An inquiry-based approach is also used for instruction to meet Common Core Standards. We are broadening our work with performance-based learning and authentic assessments, as well as with the Danielson Framework toward teacher effectiveness. We will continue to grow with more in depth work in this initiative.

We have very successful enrichment and extra-curriculum programs, i.e. Dancing Classrooms, Computer, Drama and Art Clubs, Conflict Resolution Program, The P.S. 42 Green Team, Department of Transportation Safety Program, Plymouth Plantation, Chen Dance Program, Track and Field Program, Basketball Clinic and Apex Basketball Program.

P.S. 42 is very proud of our Annual Events and other activities that build community and foster collaboration and are open to students and community i.e. Family Day, the Literacy Fair and Science Fair open to students and the community, our annual Career Day, Halloween Parade, 100th Day of School Celebration, Grade specific study for the inquiry based units i.e. a “mercado” to celebrate the 3rd grade Mexican study, 2nd grade Bridge Celebration to celebrate the collaboration with the Center of Architecture, and our successful collaborations with the Guggenheim Museum, the Drawing Center, the Center for Architecture and Studio in a School.

Student attendance has been excellent. The data from the most recent annual school report published lists attendance as 97.5% - a record of which we are very proud.

The children entering Pre-Kindergarten classes at P.S. 42 are predominately limited in English proficiency. Many of our children come from homes with working parents who earn low wages and where the grandparents are the primary caretakers. We need to develop an appropriate early childhood learning environment that meets the educational, social, and psychological needs of our four year old students. We must provide an environment complete with appropriate materials and trained staff in order to develop early literacy in our children. This year our Pre-Kindergarten teachers will be embarking on professional development that will support the social emotional growth of our Pre-Kindergarten students.

Review of data from standardized tests, portfolios and review of classroom performance, particularly reading tests indicate that the 3rd grade often has difficulty in meeting state standards and may score below the other grades of the school. Based on our assessments of students who are in the third grade, our fourth grade will need additional support, particularly in relation to the fourth grade Standards in Reading and Math and what they need to learn in order to perform well on the State Standardized Tests. Based on recommendations from our most recent Quality Review we will continue to assess students using running records and the Teachers College Reading and Writing Performance Assessments.

We need to focus on students who do not make sufficient improvement by providing them with support services. We also need to boost all efforts in meeting the needs of at-risk students, including through family outreach. Based on our Quality Review, recommendation, the P.S. 42 Inquiry Team will continue to review data from qualitative and quantitative assessments, including results from state exams to further meet the needs of our students through curriculum planning, support services and the best teaching practices.

We need to increase involvement of parents in all school activities. We need to further communication and increase collaboration in the educational process, including planning for children’s educational programs. We need to continue deepen our understanding of the Common Core Standards and educational initiatives and goals. During Parent Engagement Sessions, each grade needs to reach out to parents in small group formats in order to form strong partnerships with parents/families.

02M042 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	773	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	88.1%	% Attendance Rate		%	97.8%
% Free Lunch	69.8%	% Reduced Lunch		%	0.9%
% Limited English Proficient	30.2%	% Students with Disabilities		%	14.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		%	1.3%
% Hispanic or Latino	3.3%	% Asian or Native Hawaiian/Pacific Islander		%	93.6%
% White	1.9%	% Multi-Racial		%	N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	N/A	# 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)		%	15.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		Average	8.02
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	47.1%	Mathematics Performance at levels 3 & 4		%	80.3%
Science Performance at levels 3 & 4 (4th Grade)	95.7%	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	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
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		%	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		%	YES
White	N/A	Multi-Racial		%	N/A
Students with Disabilities	N/A	Limited English Proficient		%	YES
Economically Disadvantaged	YES			%	
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		%	YES
White	N/A	Multi-Racial		%	N/A
Students with Disabilities	N/A	Limited English Proficient		%	YES
Economically Disadvantaged	YES			%	
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		%	YES
White	N/A	Multi-Racial		%	YES
Students with Disabilities	N/A	Limited English Proficient		%	YES
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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

A review of the School Quality Guide, 2013-2014 reveals a drop in the English Median Growth Percentile for the school’s lowest third in relation to the previous 2 years for our school. The guide also reveals that regarding English Early Grade Progress, while there was an increase in proficiency levels in comparison to both peers schools and the city between 2012 and 2013- 44% to 69% and 51% to 78%, respectively, the levels for our school were constant between 2013 and 2014 – 69% to 67% and 78% to 77%. This data is pending the release of the School Quality Guide 2014-2015.

Based on recommendations from the recent Quality Review the school will continue to assess the students three times throughout the school year with the Developmental Reading Assessment. We will also assess frequently between the DRA assessments with running records and the Teachers College Reading and Writing Performance Assessments to better inform our teaching practices and to better meet the needs of the students. Our Inquiry Team will continue to analyze data from the sources mentioned above focusing on meeting the needs of each individual student.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, more than 50% of the students will show at least one year’s growth on the ELA and/or DRA, and at least one third will show up to 1½ year’s growth, with more than 50% of the students in the lowest third of school performance moving up to the second third.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>At the onset of the school year and throughout the year, all teachers will continue toward full compliance with Professional Development Time/Inquiry Team Work in order to review data, monitor progress of students and plan instruction and intervention. Academic intervention will be provided during extended school time and through scheduled time during the day with assigned specialty, academic intervention teacher. By June 2016 targeted students will meet performance goals. We will provide workshops to familiarize parents with data reports on the school and on their children and with Core Curriculum/Standards, as well as with ways in which they can enhance their ability to serve as teaching partners. We will work with collaborators/partners, i.e. the Guggenheim,</p>	<p>Teachers, Inquiry Teams and Support Staff</p>	<p>September - June</p>	<p>Principal, Reading Coach, Literacy Coach, Teacher Leader (Math), ELL Coordinator, Guidance Counselor</p>
<p>We will identify students in need of support, including students with special needs, early grades, ELL's, reluctant learners and provide appropriate instruction and services in the classrooms and through special programs and best practices, i.e. integrated learning, inquiry and project-based activities, early intervention from (Reading Recovery) and push-in and pull-out support. This will be supported through funding sources which will include Title I School Wide Projects, TL Fair Student Funding, TL Summer School (Shared).</p>	<p>ELL's, SWD</p>	<p>September - June</p>	<p>Principal, Reading Coach, Literacy Coach, Teachers, ELL Coordinator, Guidance, SBST</p>
<p>Parents will be engaged in activities that familiarize them with accessing data on their children and the school i.e. New York Schools Account. Workshops will be provided to familiarize parents with the curriculum and with strategies for supporting their children at home. Opportunities will be provided for parents to meet with</p>	<p>Faculty, Families, Students and Administration</p>	<p>September - June</p>	<p>Principal, Reading Coach, Technology Specialist, Literacy Coach, Guidance Counselor and Parent Coordinator</p>

staff in order to have input and collaboratively plan for success.			
Teachers will engage in lesson study within grade and across the grade with a focus on inquiry based learning. Students will have a voice in the development of these studies. There will be continual Parent Workshops to keep families up to date with student progress. Experts will be invited to provide PD for teachers and support staff. These experts will include CBO's, Social Services, Educators and In-School Experts.	Faculty, Families, Students and Administration	September - June	Principal, Reading Coach, Technology Specialist, Literacy Coach, Guidance Counselor and Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Support will be from Early intervention and Academic Intervention Teachers, Technology Specialist, Inquiry Team, Teacher Mentors, Outside Collaborators, i.e. CBO's, Cultural Institutions. We will ensure that all classrooms will be equipped with computers and programs for accessing data. We will effectively identify students in need of academic intervention and provide said intervention through extended day programs, push-in/pull-out, team teaching and early intervention i.e. Reading Recovery, educational assistants and reduced ratio of student to teachers.											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will assess student progress in meeting midyear goals. The Inquiry Team, Coaches, Teacher Teams, administration and the ELL Coordinator will analyze results from final unit study projects, running records, Teachers College Reading Writing Performance Assessments, and midyear DRA assessments. Through professional development and Inquiry Team work, MOSL Committee and Coaches, grade committees, formal and informal meetings with teachers, we will plan professional development which will support the faculty in accessing and using data. The assessments will include results on the ELA and NYSESLAT, student work samples and observation of classroom performance, giving the teachers the opportunity to make informed decisions regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities by January 2015.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

We will continue to refine our student influenced/teacher guided inquiry-based units of study as a means of supporting the collaborative environment of the school and classrooms. There will be continued professional development for teachers to create multiple entry points on all levels for our students (differentiation of instruction). Further engagement of students will give them multiple opportunities to help develop and create the units of study. We will discuss the CCLS with students, and through the inquiry-based units of study engage the students in making choices, thus nurturing independence from the early grades

- i.e. K- students decide where to set up their classroom post office. They develop the skills to comprehend and critique. Students are encouraged to look for challenges and then work collaboratively towards finding a solution.
- i.e. A common practice is for students to write an exit ticket, or to rate their own understanding at the end of a lesson.
- i.e. Fourth graders are involved in creating a portrait of successful work, as they work together to design whole-class rubrics. As they work, students use these rubrics to evaluate and improve their own performance.
- . i.e. K- students informed the teacher that the corner was cluttered and that it posed a challenge to the operation of their post office. They then tackled the clutter resulting in an efficient class post office.
- i.e. Push in teachers (Yoga, Tai Chi, Reading Recovery, Setts teacher) will support implementation of inquiry- based studies by pushing in to the classroom during departmentalization of students as a means of developing a relationship with different children so that each child will have at least two adults they can trust and confide in.

We will also look towards the results of the 2014-2015 School Surveys (Parents, Teachers and Student) to address any concerns by these members of the P.S. 42 community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all students will be known by at least two adults in the school building that they can talk to and trust. All students will be able to articulate their role in developing the units of study specific to their grade. A student survey will be conducted mid year by classroom teachers to determine whether the students can name two adults in the building that they can go to in time of need. All students will be able to assess and rate their understanding at the end of their unit study. At the end of each unit the students will peer assess their projects with class created rubrics that will reflect the CCLS.



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will provide cultural experiences that foster integrated teaching/learning, facilitate understanding and language development and increase parental involvement in keeping with research that informs best practice and effective programs for ELL’s: theatre arts, collaborations with museums and other institutes for content-based/in-depth study. We will provide interactive, authentic and multisensory learning environments that facilitate understanding and language development. We will increase the number of English level, native language, and age level books and materials in the classroom.</p>	<p>Teachers, ELL Teachers, Support Staff, SBST team</p>	<p>September-June</p>	<p>ELL Coordinator, Principal, Coaches, Support Services</p>
<p>We will provide additional staff to support ELL’s and reduce the ratio of students to teacher i.e., additional Bilingual Classes, ICT Bilingual and/or ESL classes, and Push in-Pull-out Teachers for ESL or Native Language support and provide special programs i.e. after school. The funding sources will include Title III and TL Fair Student Funding and Title I School Wide Projects. Each grade will departmentalize for a part of the unit of study offering students an opportunity to select an area of interest to study and to ultimately develop a relationship with another adult in the building.</p>	<p>ELL, SWD</p>	<p>September - June</p>	<p>ELL Coordinator, Principal, Coaches, Support Services</p>
<p>We will ensure participation of families in experimental activities and events, inside and outside of the classroom, initiate excursions to cultural events with Parent Coordinator such as, i.e. NY Historical Society,</p>	<p>Parents and Family Members, Students</p>	<p>September - June</p>	<p>ELL Coordinator, Principal, C.B.O.s, Parent Coordinator</p>
<p>We will facilitate workshops with Parents and Title III teachers, workshops with Parent Coordinator and CBO’s, excursions with student and parents to cultural institutions, increase</p>			

opportunities for parents to volunteer and observe best practices in the classroom.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

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

Student surveys created with input from teachers, families and students will be administered. Students will be able to name two adults they feel that they can confide in and trust. Students will be able to articulate and assess their understanding of their first unit of study.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

Our school’s data reveals that student performance and progress has rated an A for many continuous years. Therefore, we will work toward sustainability and towards supporting teachers in improvement of practice that will help the students in the lowest third meet standards by June 2016. We will continue to support and improve our Inquiry Base curriculum by engaging teachers in professional development and to provide them with as many opportunities as possible to be students themselves. Ex. Consultants in the field of Reggio, visits to sites that support the Reggio method such as The Wonder of Learning Exhibit, professional development with outside institutions such as Museum of Chinese Americans, New York Historical Society, Ellis Island educational program and continued collaboration with NYU.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all classrooms will reflect inquiry-based, project-oriented and differentiated instruction, in accordance with assessed needs, abilities/strengths and interests and in accordance with Common Core Curriculum. The offerings in professional development will reflect teacher input.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The MOSL Committee, Lead Instructional Team, Inquiry Team, Teacher Leaders, faculty and administration will engage in goal setting and planning of professional development. The Principal, Coaches and faculty will visit classrooms regularly to monitor success in differentiated instruction and provide feedback. By October of 2016 the Professional Development Committee and Teacher Teams will review the strengths, successes and needs of our students and of our school and make informed decisions regarding programs and materials that engage students in a rich project based and collaborative process-oriented curriculum and develop student-centered, interactive learning environments which stimulate inquiry, understanding and student ownership. Teacher groups, Administration and Mentors will use assessments to evaluate the effectiveness of programs, strategies and activities.</p>	<p>Teachers, Support Staff</p>	<p>September - June</p>	<p>Principal, Reading and Literacy Coach, Lead Teachers</p>
<p>From the onset of the school year, teachers will conduct assessment and planning for differentiation. Inquiry-based, project-oriented activities and differentiated instruction will commence at the onset of the school year and continue throughout the year. Activities will reflect strengths, interests and needs of students. Students will be engaged in organized activities for student leadership. Student “Teams” will have input on decisions regarding instructional programs, goal-setting, school environment and nutrition and which will serve to help students make connections and engage in problem-solving and life-related/authentic learning.</p>	<p>Parents, Teachers, Support Staff</p>	<p>September - June</p>	<p>Parent Coordinator, Principal, Literacy Coaches</p>
<p>We will survey and invite parents to support studies via mini workshops i.e. making dumplings for China Study, create parent field trips with Parent Coordinator, Parent Coordinator Workshops based on survey and parental interest geared specifically towards supporting the learning taking place in the classroom.</p>	<p>Parents, Teachers, Support Staff</p>	<p>September - June</p>	<p>Parent Coordinator, Principal, Literacy Coaches</p>
<p>We will continue to refine our studies horizontally and vertically to ensure cohesiveness and common goals across the school. We will ensure parental involvement through workshops and classroom visitations. We will hire consultants who are experts in the Reggio Emilio principles to plan with our teachers and</p>	<p>Teachers, Support Staff, Parents, Students</p>	<p>September - June</p>	<p>Principal, Reading Coach, Literacy Coach, Teacher Leader (Math)</p>

parents. We will continue to reach out to Cultural Institutions for Professional Development opportunities. i.e. New York Historical Society for Professional Development with experts who will then visit classrooms. Museum of Modern Art - Professional Development for teachers, students and parents. New Victory Theatre partnership for teachers, students and families.

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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

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

We will be involved in teacher planning of in-depth study, learning goals, student activities and assessments that will reflect the professional development that has been on-going all school year.

The planning will reflect grade goals, sharing of resources and best practices. This will be accomplished through common planning time and professional development that will be built into the school day and during professional development time.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In order to build trust and lead by example administration will engage in professional development alongside teachers. Professional development will be structured with input from the different committees within the school. The principal and assistant principal will conduct classroom observations and engage in immediate feedback using the Framework of Teaching as the common language of these conversations. Administration will also support the teachers by allowing for flexible scheduling to facilitate grade planning and professional development.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 teachers at their end of the year evaluation will be able to discuss their professional growth and to discuss their next steps for continued professional growth. Teachers who were developing and effective, with the support of mentors and administration will move up to highly effective and effective. The evidence of growth will be measured through teacher observations based on the Danielson Framework. Developing teachers will reach effective/highly effective and effective teachers will reach highly effective.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul 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 promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Principal and coaches will have beginning of year planning conferences based on the next steps of the individual teacher's previous end of the year conference.	Teachers	September - June	Principal, Coaches
All professional development and planning opportunities will be inclusive of teachers of ELLs and SWD population. Additional support will be reduced class size and the intentional hiring of highly qualified teachers. Support through consultants, universities and institutes will address the needs of the ELL and SWD population. Intervisitations will be inclusive of standalone ELL, Bilingual, Integrated Co-teaching classes.	Teachers	September - June	Principal, Coaches
<p>Teachers, Administrators, the Parent Coordinator and PTA leaders will conduct surveys to gain input from families, and they will work with agencies, CBO's to plan workshops and other activities for parents throughout the school year, including on how families can support their children.</p> <p>Numerous activities will be planned throughout the year in which parents and students work together in the classroom and outside of the classroom, i.e. learning celebrations and occasions</p>	Parents, Students	September - June	Principal, Guidance, Support Service Providers, Parent Coordinator and Coaches
There will be Parent Orientations across grades and multiple opportunities for parents to visit and observe classrooms. There will be flexible scheduling to support Parent Teacher Conferences. Translation services for families will be provided.	Parents, Students	September - June	Principal, Parent Coordinators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will provide additional staff to reduce the ratio of students to teacher, materials and resources to support professional development and collaborative planning time for teachers, and the use of Advance to inform ongoing conversations with teachers.											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By February 2016 professional development and study groups should have addressed at least 50% of the issues that teachers believe they needed support in. By February 2016 at least 50% of classroom observations will be completed.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

P.S. 42 will continue to maintain the high level of parental satisfaction, 97% instructional core, 96% systems for improvement and 96% school culture. This will be accomplished by continual outreach to families and the community. (based on the 2013-2014 survey)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, P.S. 42 will continue to maintain the high level of parental satisfaction and involvement with the aim of once again having 100% of our parents completing the School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Orientations will inform parents and afterschool programs of early academic interventions such as Reading Recovery,</p>	<p>Parents, caregivers and partner CBOs.</p>	<p>September to June</p>	<p>Administration, Parent Coordinator, Grade Leaders</p>

small group academic interventions, the math curriculum and inquiry based learning.			
All information regarding services will be translated in parent's native language. We will commit to the intentional hiring for highly qualified individuals that can meet the needs of our families. i.e. ability to communicate in parent's native language	Parents, caregivers and partner CBOs.	September to June	Administration, Parent Coordinator, Grade Leaders
We will have mandated Title I meeting, Title III orientation and related services orientation, which will be ongoing.	Parents and caregivers	September	Administration, Parent Coordinator, Guidance Counselor, IEP teacher
There will be multiple opportunities thorough out the school year for parents to visit classroom, participate in celebrations and attend performances.	Parents, caregivers, and family members	September to June	Administration, Teachers, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Flexible scheduling, translators, translation services, partnering with CBOs to provide support and services to families.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By June 2016 all parents and or caregivers would have been invited to at least two school events and have had at least two outreaches by the child's teacher.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Data from ELA, DRA, NYSESLAT, Teacher Observations, Student Portfolios, Writing Samples, Running Records, Teachers College Reading and Writing Performance Assessment	Interactive writing, Repeated reading, Wilson, Authentic learning experiences through in-depth classroom studies, Peer tutoring, America Reads	One to one intervention, Small group, Extended day, Parent involvement through parent engagement time	During the school day, afterschool. Saturday Academy, Winter and Spring Break Academy
Mathematics	Data from SMT, ongoing assessment within Math units, teacher observations	Math strings for fluency, Turn and talk and interactive writing to foster problem solving and explanations of solutions	One to one intervention, AIS small group, Extended session	During the school day, afterschool. Saturday Academy, Winter and Spring Break Academy
Science	Teacher assessment, Teacher observation, Data from 4 th grade State Science exam	Interactive studies, Group research, Use of visual aid and technology	Small group	During the school day, after school
Social Studies	Teacher assessments, teacher observation, Student Portfolios	Role play, Use of visual aid and technology	Small group	During the school day, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referrals, parental referrals, Data from ELA, Math assessments, Teacher observations, Medical referrals	Play therapy, Role play, letter or journal writing, Art therapy	Small group, one to one intervention	During the school day, after school, before school

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
Highly qualified teachers are grown within the school as they are provided with professional development activities both within the school and institutions of learning so that they can acquire the credentials and licensure to fill positions as needed. In addition, vacancy circulars are drawn up and posted to meet the specific needs of students. Active communication with the BFSC human resource support staff will help find and recruit personnel. Also the schools avails itself of the open-market to fill vacancies and recruit personnel. Portions of the school budget are used to support the training of personnel, including at universities and other institutions.

2b. High Quality and Ongoing Professional Development

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

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.).

Universal Pre K state funds will be used to help ensure proper staffing, including teachers, educational assistants and a family assistant, supplies and materials for instruction and for intergenerational programs with families including cultural events and activities, workshops, excursions, i.e. to museums and the theater. Workshops provided will include topics that reflect parental needs and interests. The coordination of Federal, State and Local funds ensure services for students in temporary housing through providers such as counselors. The school will engage in collaborations with community based organizations and other pre-school programs, which include school visits, orientations, and joint planning and professional development and alignment of curriculum and sharing of records and intervention services, i.e. evaluations and recommendation for services.

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.

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

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State,

and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	481,699.00	X	12, 15, 18, 21, 23
Title II, Part A	Federal	176,351.00	X	12, 15, 18, 21
Title III, Part A	Federal	26,512.00		
Title III, Immigrant	Federal	0	X	12, 15, 21, 23
Tax Levy (FSF)	Local	3,851,537.00	X	12, 15, 18

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 42M in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 42M** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

P.S. 42M 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: Benjamin Altman School	DBN: 02M042
Name/Phone/Email Address of Contact Person: May W Lee 212-226-8410 mlee4@schools.nyc.gov	
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: _____	
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 7	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
<p>Begin description here: The Title III, Part A Program at P.S. 42 will expand the high quality innovative language instruction program which will supplement and support existing programs and services provided by other funding sources. It will validate and reinforce native language and culture and foster cross cultural awareness and culture. The identified immigrant students will be engaged in inquiry-based learning activities and exciting explorations that will help them make meaning, solve problems and develop literacy. There will be an after- school program that meets twice a week for two hours each session from November to May for approximately 20 weeks. The program will immerse students in authentic learning experiences and stresses oral communication, reading and writing in various genres, particularly in non-fiction. The program is content area-based and integrated around topics or themes. It will use neighborhood resources, visual arts, performing arts and hands-on activities to deepen understanding of the topics studied during the school day and build vocabulary. It will use a multi-sensory approach in order to facilitate comprehension, promote expression and cooperative learning. It will child-centered and focuses on individual interests, strengths and needs.</p> <p>There will six classes – one on each of three levels of English for lower grades, Kgn. to Grade 2 and one on each level of English for Grades 3 to 5. The instruction in English language literacy will be provided by licensed Bilingual Chinese or ENL teachers. They will work in cooperation with a teacher who is trained in Reading Recovery/Early Intervention; and one who is trained in Cultural Arts, particularly in Chinese Art and culture.</p> <p>The students will be visiting the cultural institutions, and other businesses in the community, such as the Lower East Side Tenement Museum, the Museum at Eldridge Street, and other museums, the multicultural retail and wholesale stores, distributors and suppliers. They will videotape, photograph, conduct interviews and record, observe and document their experiences.</p> <p>Parents will participate on neighborhood walks. The teachers will engage the children in discussions about experiences and focus on what is being learned. Consultants from neighborhood resources and community based organizations such as, BMCC, New Victory Theater, Circle in a Square, Asia Society and Tenement Museum will present to the classes and teach teachers how to engage students in process and product oriented activities. For example, the early grade students will observe people who are in service to</p>	

the community or who have businesses in the community and conduct interviews. They will prepare skits and other musical presentations that reflect the different cultures of the community. They will construct alphabet books, photo albums, and informational text of varying genres. They will create puppets and props that dramatize the topics they are learning i.e. – in Kindergarten – the family, in first grade – the community, in 2nd grade – New York. Upper grade students (3 to 5) will also use technology to prepare pictorial documentation, presentations, and research projects.

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

Funds will be used to buy materials to support puppetry, book making, and digital projects such as but not limited to: wood, felt, art and crafts material, professional literature, book binding equipment, Ipads and portable printers. Funds will also be used to bring in TheatreWorks- a theatre company that brings the theatre into the school.

The anticipated outcomes will include observable improvement of student performance in reading, oral and written language as well as problem solving ability and proficiency across the curriculum.

Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should Include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here: Begin description here:

The core professional development program for teachers/administrators of ENL and immigrant students at PS 42 consists of 1 part time Literacy Coach and 2 Teacher Leaders/Coaches for math who work in classrooms, conduct workshops and study group, and coordinate intervisitations.

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

The Title III, Part A Program will provide teachers who are serving ENL's and Immigrants the opportunities to learn effective teaching practices and strategies that meet children at their linguistic, academic, social, and cultural entry points. Teachers will learn how to use community resources, to engage students in interactive, and challenging learning activities that address the whole, individual child while fostering community. They will learn how to build language through engaging, authentic learning experiences. They will participate in professional development including intervisitations at the school and off site. Teachers will participate in professional development workshops offered by the MFSC, Teachers College and through our collaboration with NYU Steinhardt School. Teachers will engage in study groups, lesson study with teacher trainers and highly qualified educational consultant/staff developers. They will discuss

professional literature that will be provided and engage in curriculum development and planning.

Substitute teachers will be provided so they can be free for intervisitations.

PD sessions

November 3, 2015 - MOMA "Picasso Sculpture Exhibition"

Focus Article <http://www.edutopia.org/discussion/using-art-teach-critical-thinking>

November 18, 2015 - NYU Presentation by Beth McDonald and Barbara Anderson 's Early Career Graduate

Course "What is the effect of parent participation in students' education, particularly for immigrants?

"What are the benefits of implementing drama and dramatic practices in the classroom-particularly for special needs, ENL and at risk students?"

December 2015 - Museum of Food and Drink

Focus Article "The Outside World as an Extension of the EFL/ENL Classroom"

<http://iteslj.org/Lessons/Pegrum-OutsideWorld.html>

January - February 2015 - Shuk Wong & Cee Chu

"Inquiry based learning in an ELL classroom setting" based on book by Daniel R. Sheinfeld, Karen M. Haigh and Sandra J.P. Scheinfeld "We are all Explorers, Learning and Teaching with Reggio Principles in Urban Settings"

February 2016 - Museum of Chinese American (MOCA)

March 2016 - New Victory Theatre Workshop with trip follow-up

April 2016 - The Whitney Museum

Focus Article LANGUAGE EXPERIENCE APPROACH (LEA)

"<http://esl-methods.wikispaces.com/file/view/LANGUAGE+EXPERIENCE+APPROACH.pdf>

April 2016 - NYU Spring Expo

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here: The Title III, Part A Program will enhance the parent workshops with a focus on nonfiction and content areas particularly based on the topics being studied by their children. The approach will now include a focus on engaging the parents in authentic learning experiences and specific topics of curriculum around which language can be developed. Parents will see models of read aloud, accountable talk, dramatization and oral and written responses. They will make books and create puppets, props and other realia. With the support of the family worker, parents will participate in workshops and conduct visits that help them use the native language to support literacy at home, as well as engage in activities that develop English language proficiency.

November 2015 - Demystifying the DRA2

A series of grade specific workshops where parents watch a teacher conduct an assessment of a student followed up with Q & A sessions

December 2015 - Parent Workshop - Facilitated by Title III Teachers and Parent Coordinator " What does the Title III Program look like?"

December 2015 - Parent Trip to the MOMA

January 2016 - Parent Involvement "How to be a Volunteer" Parent Coordinator/Title III Teachers

January 2016 - Parent Workshop - "Demystifying the TCRWP"

Weeklong grade specific workshop on the TC assessment.

Part D: Parental Engagement Activities

January - February 2016 - Parent Coordinator/Shuk Wong & Cee Chu "Inquiry based learning in an ENL classroom setting" based on book by Daniel R. Sheinfeld, Karen M. Haigh and Sandra J.P. Scheinfeld "We Are All Explorers, Learning and Teaching with Reggio Principles in Urban Settings" Introduce parents to the foundation of what Inquiry Based Learning looks like in the classroom
 February 2016 - Parent Workshop "Math Investigations"
 Weeklong grade specific workshop to familiarize them with the Investigations curriculum
 February 2016 - Parent Coordinator/Title III teachers "Neighborhood Walk " to acquaint parents with neighborhood CBO resources.
 March 2016 - Parent Coordinator/Neighborhood Literacy Walk - Barnes and Noble at Union Square, Public Libraries in the neighborhood
 March 2016 - Parent Workshop "State Exams"
 Grade specific workshop to acquaint the parents with the exams.
 April 2016 - Technology specialist Allen Ng/Parent Coordinator "How to Keep Our Children Safe in the Age of Digital Media"

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

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: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – clearly listed 	_____	_____
Educational software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 042
School Name The Benjamin Altman School		

B. Language Allocation Policy Team Composition

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

Principal May Wong Lee	Assistant Principal type here
Coach Olga Lipsky	Coach Adriana LaRaja
ENL (English as a New Language)/Bilingual Teacher Hui Ling Chen	School Counselor Rachel Yip Leung
Teacher/Subject Area Special Ed-Alexandra Ciervo	Parent Sally Phoong
Teacher/Subject Area ELL Coordinator - Kevin Zeng	Parent Coordinator Mary Chan
Related-Service Provider Linda Eng York	Borough Field Support Center Staff Member Yuet Chu
Superintendent Bonnie Laboy	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	11	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	11	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	4	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	694	Total number of ELLs	205	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	2	1	1	0	1	2								0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	204	Newcomers (ELLs receiving service 0-3 years)	187	ELL Students with Disabilities	41
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	81		25	5		5				0
DL										0
ENL	106		7	12		4				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

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
Chinese	48	51	27	24	23	29								0
Bengali	0	0												0
SELECT ONE	0													0
TOTAL	0													

**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																			

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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	1	1												0
Chinese	15	22	11	21	15	20								0
Russian														0
Bengali	1	1												0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	18	3	2	2	6	5								0
Emerging (Low Intermediate)	2	5	2	1	1	5								0
Transitioning (High Intermediate)	10	8	1	1	4	7								0
Expanding (Advanced)	18	31	19	19	10	10								0
Commanding (Proficient)	43	38	36	41	19	18								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	43	38	36	41	19	18								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	11	5			0
5	16	8			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	7	2	8	3	2	0	2	0	0
5	5	0	13	1	7	1	2	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	0	7	0	14	0	1	1	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Assessment tools used to assess early literacy skills of ELL's include Fountas and Pinnel, DRA, TCRWP and Reading Recovery Early Intervention screening. Data from these tools reveal Reading levels as well as ability and proficiency in different aspects of reading and writing , including vocabulary, literal and inferential comprehension. This data helps inform the school's instructional plan including organization of students, planning of lessons and collaborations and in determining staffing, including mentorship and professional development and activities of professional development and activities of parental involvement and support.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data patterns across proficiency levels, (on the NYSITELL and NYSESLAT) and grades reveal an increase in student performance in Speaking Parts. Students still require additional support in Reading and Writing Parts.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Examination of student results reveal greater success with literal comprehension, except where there is greater use of challenging, content-based vocabulary or genres of speech. Upper grade ELL's who are newcomers fare better in tests taken in native language as opposed to in English. Upper grade ELL's who have been in the English Language School System at least 2 years fare better on tests taken in English.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Across the grades it has become evident that the ELL population needs continued support, even when they pass the NYSITELL/ NYSESLAT when they are transitioned into monolingual classes. These ELLs fare better taking the test in English than in native language after a year in the public school system.
 - School leadership and teachers use the ELL periodic assessments to plan and refine their instruction. School leadership looks at this

data to help inform their professional development and support for the teachers of ELLs.

Results also reveal that some cases ELL's fare better on the ELA than on the Reading and Writing components of the NYSESLAT.

c. The ELL population made gains in their oral and written language when the curriculum is interdisciplinary and inquiry based. They gain confidence when allowed to use native language in the school environment. Home language is also used when they are receiving ELL instruction as a support to their English language acquisition.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

School Leadership and teachers using the results of the ELL Periodic Assessments to monitor student progress, check-in on teaching strategies and evaluate practices, plan instruction and professional development and inform conferences and planning with parents and with students.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Native language is used to facilitate understanding, transfer skills and abilities and support learning in the content areas.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the target language?

b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Success of our programs for ELL's is determined by results on the aforementioned assessments, state tests in ELA, Math and Science, classroom observations, examination student performance, as seen in observations and work samples and surveys of faculty and parents.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

When students are first enrolled, trained personnel who speak English as well as Chinese and Spanish conduct intake, initially through an informal assessment which includes questions regarding home language and prior schooling. Parents are provided with the Home Language Identification Survey in English and in the native language of the parents, which the parents complete and submit to the school personnel. School staff (Licensed Pedagogue) used the HLIS to determine the language(s) of the home and student. Then the child is administered the (NYSITELL) to establish English proficiency level.

Where results of the indicate that a child is an English Language Learner, but dominant in Spanish, then the LAB-R in Spanish is administered to determine language dominance.

In the spring, each ELL is administered the NYSITELL/NYSESLAT to determine English proficiency and whether or not the student continues to qualify for ELL services.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

When these students are reenrolled, trained personnel who speak English as well as Chinese and Spanish conduct intake, initially through an informal assessment which includes questions regarding home language and prior schooling. School personnel will look at information from the ATS, when available, to determine whether the NYSITELL was administered in previous school. If not the LAB-R will be administered to establish English proficiency level. Parents are provided with the Home Language Identification Survey in English and in the native language of the parents, which the parents complete and submit to the school personnel. School staff (Licensed Pedagogue) used the HLIS to determine the language(s) of the home and student.

Those students who score at or below proficiency on the NYSITELL are identified as eligible for mandated services. Parents are notified of their children's eligibility(or non-eligibility) and provided with information both verbally and in writing i.e. Entitlement and Non-Entitlement Letter, regarding the different options they have and placement services are provided for students in keeping with the informed parent's choice.

Structures are in place at the school to ensure that all program choices, including programs available at other schools (particularly the

closest possible) i.e. bilingual Spanish, because numbers of Spanish-speaking ELL's at our school are, on average, approximately 0 to 2

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The a member of the LPT/IEP/ SIT team will review IEP's to determine proper placement and services of the student.

LPT Team:

Kevin Zeng - ELL coordinator

May Chan - Chinese Bilingual Speech

Linda Eng York - Spanish Bilingual SETTS

Hui Ling Chen - Chinese Bilingual/Special Education

Shuk Wong - ENL teacher

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of this right via enrollment process, orientations, and parental outreach.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parent orientations at the beginning of the school year with the ELL coordinator and the Parent Coordinator and upon enrollment of an incoming student. parents will be given the opportunity to view the Parent Orientation Video.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ELL Coordinator and Parent Coordinator will conduct continued outreach and follow up to secure the form.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

A log will be kept by the ELL Coordinator with information that includes: date of orientation, form distribution, form collection and outreach.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ELL Coordinator and Pupil Accounting secretary will have the form ready as part of the registration process.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation will be stored in the students' permanent record folder.

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

The Testing Coordinator:

will identify Eligible Students by the print out of the RLER report from ATS for a list of NYSESLAT eligible students.

Identify any NYSESLAT eligible students who have long term absences and call their parents to ensure students are present during scheduled exam time.

ensure that staff administering the NYSESLAT must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT.

administer the reading, listening, and writing subtests during the administration window, within 10 school days .

Assign a sufficient number of staff to ensure that we are able to administer toall NYSESLATeligible students the reading, listening, and writing subtests.

track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

ensure that All Students Eligible to Take the NYSESLAT Have Been Tested

follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL Coordinator and Parent Coordinator will keep a log of parent notification. These logs will be reviewed on a regular basis to ensure timeliness of the dissemination of forms and information.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Staff is organized according to identified levels of students and provided with data on the students as well as information regarding instruction services required for those students. Mandated instructional minutes in ELA, ENL and NLA are provided through Bilingual and Free-Standing ENL classes, Push-In/Pull-Out programs, ENL and ELA through specialty area programs and Team Teaching on grade.
This past year, two of our teachers are pursuing additional TESOL certification to ensure that all teachers working with ELL students are all certified. We have served ELL's through a variety of means as described in this document. Additional support is provided by Chinese and Spanish Bilingual educational assistants, student teachers and America Reads and Counts University students. Every effort is being made to recruit and hire additional Bilingual Chinese and/or ENL Certified Teachers for next year.
 - b. TBE program. *If applicable.*

Transitional Bilingual Education
The transitional bilingual education (TBE) programs are designed so that students develop conceptual skills in their home language as they learn English. All instruction is Common Core-aligned to accelerate student achievement. As students (all ELLs) develop English language skills, time in the home language decreases. When ELLs reach proficiency on the NYSESLAT, they are placed in a monolingual class in English with home language supports.
 - c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

Stand Alone ENL - Certified ESOL teachers deliver mandated ENL and content instruction to students. Instruction is delivered through a variety of instructional approaches and methods. i.e. Interdisciplinary inquiry-based study, Workshop models for reading and writing, Arts-movement, voice and visual TBE - Certified Bilingual/CB teacher delivers instruction in mandated native language instruction. Instruction is delivered through a variety of instructional approaches and methods. i.e. Interdisciplinary inquiry-based study, Workshop models for reading and writing, Arts-movement, voice and visual
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Throughout the year, the LAP team, the PPT team and classroom teachers meet to evaluate and review all services provided to the ELLs to ensure that there is progress made
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The LAP team will meet with the teachers of ELLs on a monthly basis to provide support and to evaluate progress of students.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Students who are in the SIFE group are assessed individually, formally and informally, and instructional programs are provided according to assessed needs include Bilingual Chinese class. Free-standing ENL class, Push-In/Pull-Out Native Language, Academic Intervention ENL, NLA and ELA, Team-Teaching on Grade and Extended School- Day Programs in ENL, ELA and content area i.e. Math. ELL's in US schools less than 3 years primarily receive Bilingual Chinese instruction in NLA, content area instruction in Bilingual Chinese classes, or through Push-In/Pull-Out, Academic Intervention, Grade Team-Teaching or Extended Day Programs in which a specific focus for students who have been in the English Language School System at least one year and who must take the ELA will be in English Language Arts. The dominant instructional plan for ELL's receiving service for 4 to 6 years in ENL and ELA; students who are identified as requiring additional support will receive academic intervention during the school day as well as in small group instruction. The dominant instructional plan for Long-Term ELL's, those who have completed 6 years, is ELA with techniques that support ELL's.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal

- Chart** must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee.
8. 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?
 We use an interdisciplinary inquiry-based approach to provide ELL-SWD access to academic content areas and accelerated English language development. i.e. Students departmentalize to conduct research in their inquiry-based studies allowing them to work with non ELL students. This allows the ELL-SWD to be exposed to language with other students and teachers outside of their classes. The ENL teachers use techniques such as deconstructing complex text, repetition through use of poetry to develop fluency and TPR.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 ELL's identified as having special needs are provided with Bilingual self-contained classes, Bilingual Integrated Collaborative Teaching Classes, Chinese and Spanish Bilingual SETTS teachers, Bilingual Chinese/Special Education Academic Intervention Teacher, Bilingual Chinese and Bilingual Spanish Guidance Counselors and Bilingual Chinese Service Providers.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
Chart INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

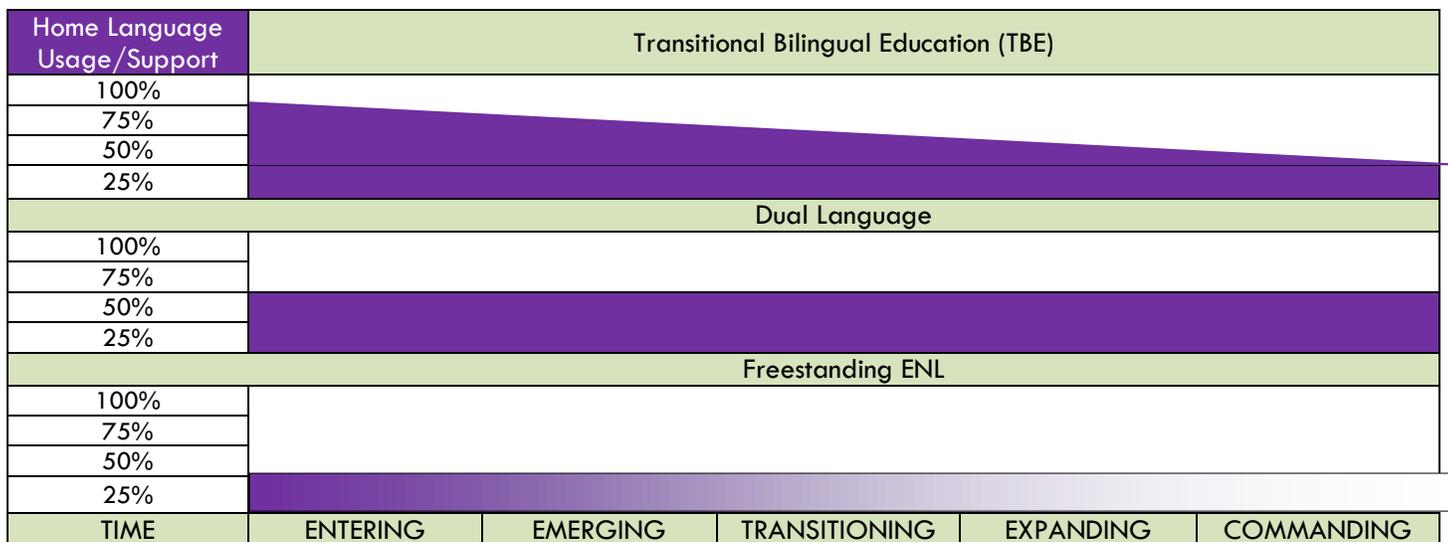


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for ELL's in ELA, Math and other content areas are provided according to identification of needs, including classification in ELL subgroups and with information provided through Inquiry Team work. ELL's of 0-3 years receive intervention with bilingual support staff with ample use of the native language and ENL. ELL's of 4-6 years receive intervention with ESL techniques, decreasing amount of native language and increasing amount of differentiated support in ELA and content areas. ELL's who have completed 6 years receive intervention with ESL techniques as well as increased and differentiated support in ELA and content areas. Bilingual support is provided when needed. Students who reach proficiency in NYSESLAT receive continuing transitional support for at least 2 years. All instruction reflects techniques, strategies that support second language learners i.e. authentic learning experience excursions, interactive activities, language development through the arts and collaborations with outside agencies. All teachers participate in professional development in teaching ELL's.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In closing the achievement gap the ELLs in PS 42 made a 71.9% and was recognized as a Reward School.
12. What new programs or improvements will be considered for the upcoming school year?
This year we will continue our programs of dance, music and theater which will help develop language and cultural appreciation and which will support learning in the content areas. We will increase our collaboration with a local institution, the Chen Dance Group to support both newly arrived ELL's and transitional ELL's in language acquisition and learning in the content areas, including mathematics.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL's are afforded equal access to all school programs through scheduling, and grade/collegial planning. ELL's attend the normal Extended Day Program as well as the supplemental Title III program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials, including technological equipment and software are provided through normal school budget as well as through grants and Title III funds. These materials include smartboards, document cameras, desktop computers and laptops. All students have access to these materials. They are also used to differentiate instruction to targeted sub-groups of ELL's, as well as in ELA, math and toehr content areas.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language is continually used with all ELL's in decreasing amounts, as determined by careful assessments of students. While native language is not an intergral part of the ENL self-contained class, Chinese-speaking and Spanish-speaking teachers, as well as native language-speaking specialty area teachers and service providers use native language support for individual students when needed. Required service support and resources correspond to ELL's ages and grade levels.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The LAP team/school administration will be a part of the verrtical grade planning to ensure that all required services and resources support and correspond to ELL's ages and grades.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Collaborations with community-based organizations provide programs that assist newly enrolled ELL students before the beginning of the school year. Support of this kind is also provided to newly enrolled early childhood students and their families through workshops and referrals
Paste response to question here:
19. What language electives are offered to ELLs?
Paste response to question here:
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 - Inclusion of all teachers of ELLs in all professional development
 - Study groups for ELL personnel to further enhance their teaching
 - Intervisitations to schools with similar population to see best practices
 - Professional development at cultural institutions i.e. Museum of Chinese Americans
 - Consultants - workshops
 - Collaborations with CBOs and universities i.e. New York University, Charles B. Wang Clinic
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 - Planning time to align curriculum to Common Core Learning Standards
 - Professional literature to support alignment of curriculum i.e. *Strategies That Work: Teaching Comprehension to Enhance Understanding* by Stephanie Harvey
 - Mentor support through consultants
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 - Support for Staff to assist ELL's in the transition for Middle School.
 - Professional Development meeting at District level for staff involvement in the Middle School process.
 - Parent Coordinator assists in scheduling visits to schools.
 - Staff accompanies parents and students to school visits.
 - Translation services are provided in different dialects.
 - Intervisitation arranged for teachers to visit target Middle Schools.
 - DOE key people invited in to speak to parents, students and staff about Middle School choices.
 - Workshops for parents to help them become familiar with technology to access information about their children and the school.
 - Workshop for teachers to assist them in the Middle School process.
 - Guidance Counselors and other service providers hold workshops to help parents and students make informed choices, especially our students with special needs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.
 - Study Groups focusing on the ELL Student
 - Distribution and discussion of professional literature focusing on the ELL student.
 - Workshops: Hunter College, Study Groups with other schools serving the same population (Kellogg Grant) , DOE,
 - In-school Workshops - Technology
 - Math Leaders
 - Literacy Coaches
 - Consultants i.e. Kristen & Goldmansur,
 - provide support and Professional Development in the Specialty areas
 - Intervisitations within school and to other schools
 - Speakers ex. district ELL support services
 - Collaborations with Universities
 - NYU Tesol, NYU Steinhardt
 - CCNY
 - CUNY Brooklyn College
 - CUNY Hunter College
 - Collaborations with Cultural Institutions
 - ex. Guggenheim Museum
 - Museum of Chinese American
 - Eldridge Street Synagogue
 - Studio In a School
 - Midori & Friends
 - Dancing Classrooms
 - H.T. Chen Dancers
 - Lower East Side Tenement
 - Center for Architecture Foundation
 - Audubon Society

New Victory Theater

- Collaboration with teaching artist/sharing experiences
- Grade Meetings - looking/discussing professional literature
- Inquiry Team Work - the teaching of ELL's
- Faculty Conferences
- Per Session Afterschool Workshops -
 - Math Leaders
 - Literacy Coaches

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
 These meetings will be conducted during the parent engagement time. There will be flexible scheduling to accommodate parents' work schedule. A translator will be available for all meetings. There will also be flexible methods of outreach to parents i.e. email, phone conferences, in person meetings and letters. All meetings will be documented in a log and kept in child's cumulative folder.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to ELL Policy Reference Guide, Parent Selection and Program Placement section.
 Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator organizes workshops/trips for families to foster family involvement. Past trips have been to cultural institutions that their child had visited during the school year.i.e. New York Historical Society, Museum of Natural History, Museum of Chinese Americans.. Families are encouraged to join class trips. Past workshops - Health and Wellness workshops with Charles B. Wang and New York Presbyterian Hospital
 - Health and Hygiene with NYU Dental School
 - Understanding I.E.P's with Chinese Bilingual School Base Support Team
 - Museum of Chinese Americans
 - New Victory Theater
 - Midiori and Friends/Chen Tao
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 We have partnerships with: Chinese American Planning Council
 Immigrant Social Services
 University Settlement
 Chinatown YMCA
 Charles B. Wang
 Hamilton Madison
 Golden Horizons
5. How do you evaluate the needs of the parents?
 The PTA, SLT and Parent Coordinator will conduct surveys and needs assessments (formal and informal).
6. How do your parental involvement activities address the needs of the parents?
 4. The parent involvement activities are planned after consultation with PTA Board Members, School Leadership Team, parent Coordinator input, and School Consultation Committees and teachers.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
 Paste response here:

Part VI: LAP Assurances

School Name: **Benjamin Altman**

School DBN: **02M042**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
May W. Lee	Principal		9/1/15
	Assistant Principal		
Mary Chan	Parent Coordinator		9/1/15
Hui Ling Chen	ENL/Bilingual Teacher		9/1/15
Sally Phoong	Parent		9/1/15
Alexandra Ciervo	Teacher/Subject Area		9/1/15
	Teacher/Subject Area		1/1/01
Adriana LaRaja	Coach		9/1/15
Olga Lipsky	Coach		9/1/15
Rachel Yip Leung	School Counselor		9/1/15
Bonnie LaBoy	Superintendent		9/1/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02 **School Name: P.S. 42M**
Superintendent: Bonnie Laboy

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Chinese /Bengali

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Monthly - Grade Newsletter, Principal's Newsletter, PTA Updates, PS 42 Website
Bi-Monthly Workshops Handouts
Invitations to Celebrations
General Overview of Grade Specific In Depth Studies
After School Program Information
Monthly - Grade Calendar
Assesment Information -DRA2, TC, ELA, Math, Science, Class Rubrics

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teachers Conferences
Weekly Family Engagement Conferences
Assessment Workshops
Title III Family Trips
Classroom Trips
Daily Guidance Conference
Daily Pupil Personnel Issues with PP Secretary

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Weekly email update to the school community with link to DOE translation site.
Training in the computer lab with Parent Coordinator and Technology Specialist.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PTA Surveys
SLT Surveys
Principal Outreach

