

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M142

School Name:

P.S. 142 AMALIA CASTRO

Principal:

DAPHNA GUTMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 142 – The Amalia Castro School School Number (DBN): 01M142
Grades Served: Pre-K - 5
School Address: 100 Attorney Street
Phone Number: 212 598-3800 Fax: 212 598-3810
School Contact Person: Daphna Gutman Email Address: dgutman@schools.nyc.gov
Principal: Daphna Gutman
UFT Chapter Leader: Leonard Pizza
Parents' Association President: Dru Pena
SLT Chairperson: Daphna Gutman
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Marisa Chavez
Student Representative(s):

District Information

District: O1 Superintendent: Daniella Phillipps
Superintendent's Office Address: PS 20
Superintendent's Email Address: DPhilli@schools.nyc.gov
Phone Number: (212) 353-2948 Fax: (718) 796-8657

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (212) 356-3845 Fax: (212) 356-7546

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)
Daphna Gutman	*Principal or Designee	
Leonard Pizza	*UFT Chapter Leader or Designee	
Dru Pena	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Marisa Chavez	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	
Gloria Collazo	Member/Parent	
Stuart Pyle	Member/Teacher	
Marisa Chavez	Member/Parent	
Levette Esperon	Member/Teacher	
Sobeida Gutierrez	Member/Parent	
Christine McCue	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karima Zameche	Member/Parent	
	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.

As a barrier-free Community School site, it is our mission to teach every child to reach his or her fullest potential. We provide rigorous academic instruction for all of our students in an emotionally and academically supportive environment. We believe that each child is an individual with unique strengths and needs. As such, we are committed to designing customized instruction for each child to meet these needs.

We believe in building a strong, supportive community through collaborative working relationships between parents and staff and between our site and community-based organizations.

P.S. 142 (Amalia Castro School) is a pre-kindergarten through grade five elementary school located on Manhattan's Lower East Side. The surrounding neighborhood is diverse, a mixture of Hispanic, African-American and Asian families, many of whom are recent immigrants. The predominant language of the neighborhood is Spanish. The school has a student population of approximately 360 in 18 classes.

As a barrier-free building, PS 142 is able to serve general education children with special needs as well as the special education population. In keeping with the school's barrier-free designation, the school integrates special and general education students in science, music, art, and in integrated co-teaching classrooms at all grade levels. In addition, we have three self-contained special education classrooms for students with more profound learning disabilities such as aspergers/autism, dyslexia and ADHD.

In addition to having 33% of students designated as having special needs, about 10% percent of P.S. 142's students are English Language Learners. An ENL program is in place in which students in grades K-5 receive daily instruction.

P.S. 142 has developed a unique curriculum inspired by the Reggio Emilia approach to learning. Inquiry studies are integrated into the ELA, social studies, and science curriculum to bring more hands-on, experiential learning to our early childhood classrooms. Teachers develop themes of study based on student interest and curriculum topics, and then the ELA, social studies, and/or science curriculum is developed around these themes. Past studies have included firefighters, bridges, markets, and subways. In the 2014-15 school year, a grant was secured to build an Atelier, a dedicated space for developing and documenting these inquiry projects.

P.S. 142 has a long tradition of infusing our students' education with arts. We have a fulltime certified art teacher who maintains a visual arts studio. Our music teacher secured a grant from Music and the Brain to teach students in K-2 keyboarding and music notation. We also have longstanding partnerships with Rosie's Theater Kids and Mark DeGarmo Dance enabling us to offer drama and dance programs for students. Finally, our partnership with Educational Alliance extends this arts programming beyond the school day into the "After 3:00" program provided free of charge to almost half of our students.

According to the 2015 Quality Review, P.S. 142's greatest area of celebration is the professional collaboration of teachers both on the grade level and across the grades. Teachers meet regularly to look at and analyze student work and plan instruction. Common preparation periods are scheduled daily so that teachers can take maximize their time with colleagues.

Our NYS math scores increased significantly from 10% scoring at or above grade level in 2014 to 29% scoring at or above grade level. We aim to maintain and build on this growth by continuing to use Math In Focus as our primary math

curriculum. Selections from EngageNY are also used to differentiate instruction and extend learning as teachers deem appropriate. As teachers build expertise in this approach, we expect that student achievement will continue to rise.

Our NYS ELA scores, however, remained fairly stagnant with only 9% of students scoring at or above grade level. In order to improve student achievement in this area, we will focus on 2 initiatives. First, we will develop coherent, rigorous curriculum across all grade levels. Historically, the school has used elements of Teachers College Reading and Writing curriculums in K-2 and Expeditionary Learning in grades 3-5. We will devote planning and professional development time to creating curriculum maps that provide a coherent curriculum that enables each grade to build upon the instruction of the previous grade. Second, we will focus on developing our work during Read Aloud. We will use this instructional time to build vocabulary, deepen comprehension skills, and develop discussion skills.

01M142 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	386	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		92.6%	% Attendance Rate	91.8%
% Free Lunch		93.8%	% Reduced Lunch	3.9%
% Limited English Proficient		8.3%	% Students with Disabilities	32.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		3.4%	% Black or African American	13.8%
% Hispanic or Latino		74.2%	% Asian or Native Hawaiian/Pacific Islander	6.3%
% White		1.8%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)	9.98
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		9.4%	Mathematics Performance at levels 3 & 4	19.8%
Science Performance at levels 3 & 4 (4th Grade)		75.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	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		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
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		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
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		NO	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		NO		
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.

Only 9% students performed at or above grade level on the 2015 New York State ELA exam. Approximately 49% of students in grades 4 and 5 showed progress as measured by higher proficiency ratings on the NYS ELA. Student performance on this assessment has been relatively stagnant and lags behind the NYC average performance for elementary schools.

According to the 2014-15 Quality Review, a variety of curricular approaches were used throughout the school for ELA instruction. Pre-K through grade 2 used a Reggio Emilia approach, while grades 3-5 used Expeditionary Learning. Some elements of the Teachers College Reading and Writing Project curriculum were used as well. The variety of curriculums has resulted in a lack of vertical alignment. As students progress from the lower grades to the upper grades, the routines, terminology, and instructional approaches change significantly as the curriculum shifts from one approach to another. Anecdotally, this could be seen in the wide variety of terminology used in teachers’ posted daily schedules. Teachers’ ability to build upon the foundation set in preK through grade 2 has been hampered by the lack of coherence.

In addition, an analysis of curriculum maps revealed significant redundancy in some areas, with gaps remaining in others. For example, grades K-2 maps indicated that all three grades studied the same texts each year in read aloud. As a result, students were not gaining exposure to increasingly complex texts and were instead rereading the same ground year-on-year. Establishing coherence in curriculum both horizontally and vertically will be a priority for the 2015-16 school year.

In math, all grades use the Math In Focus curriculum, with occasional supplements from Engage NY resources. The 2015 New York State exam results showed a significant increase over the 2014 results. In 2015, 29% of students scored at or above grade level, compared to only 10% in 2014. We will work to build on this growth by continuing to use the Math In Focus curriculum in all grades. Teachers will leverage the Math In Focus performance task assessments to build student competence in problem solving in addition to merely basic computation.

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, 55% of students (69 students) in grades 4 and 5 will achieve a higher proficiency rating on the NYS ELA exam resulting in a higher median proficiency rating as reflected on the NYC School Progress Report.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Activity #1 - Professional Development :</p> <p>Training will be provided to teachers on Monday afternoons to enable them to develop strong curriculum maps that eliminate redundancy and increase coherence across grades.</p>	<p>Classroom teachers, special education teachers, cluster teachers</p>	<p>Sept 2015 – November 2016</p>	<p>Principal and Assistant Principal</p>
<p>Activity #2 - Reading Curriculum Coherence:</p> <p>All teachers across grades K-5 will transition to the newly released Teachers College Reading Units for reading workshop instruction. Updated curriculum guides and texts will be purchased to support this transition and additional professional development will be offered to support teachers in grades 3-5 as they transition to this new curriculum.</p>	<p>Classroom teachers, intervention teachers special education teachers</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, Assistant Principal, teaching staff</p>
<p>Activity #3 - Read Aloud Curriculum Development & Implementation:</p> <p>Teachers will be trained in a protocol for Read Aloud that is specifically designed to increase vocabulary development for ELL students and increase comprehension strategies for all students. Teachers will then implement this protocol throughout the school year. Supervisors will observe and provide feedback to support implementation throughout the year.</p>	<p>K-5 teachers and students</p>	<p>October 2015 - June 2016</p>	<p>Principal and Assistant Principal</p>

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.

Personnel:

- Intervention support
- ENL teacher to support language instruction and development

Schedule Adjustments:

- AIS time built into schedules to enable teachers to push-in to provide additional small group instruction.
- Daily common grade level preparation periods to facilitate grade-wide planning and collaboration.
- Release time across the year for observations at partnership schools to observe successful Read Aloud practices.

Instructional Resources:

- Purchases of class sets of Read Aloud texts to support student participation in Read Aloud discussions.
- Purchase of newly released TCRWP reading units and supplementary texts to support teacher development of curriculum maps and unit plans.

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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		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.

January reading levels will be analyzed to determine how much growth students have demonstrated in independent reading. Particular attention will be paid to subgroups that have historically struggled to make progress in this area (including ELLs and SWDs).

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.

Our most recent Quality Review, conducted March 2015, indicated that teachers provide multiple entry points in high level tasks for all learners. It was noted that practices provide access to the curricula for all learners and result in high levels of student participation in discussions and tasks. Nevertheless, many students ended the 2014-15 school year below grade level in reading:

<u>Grade</u>	<u>% Below Level</u>	<u>% On Level</u>	<u>% Above Level</u>
K	77	8	15
1	84	12	4
2	49	44	8
3	48	20	32
4	34	36	30
5	40	35	24

This data is consistent with NY testing data indicating that the majority of students tested are not reading at grade level:

<u>Grade</u>	<u>% Level 1</u>	<u>% Level 2</u>	<u>% Level 3</u>	<u>% Level 4</u>
3	55%	31%	14%	0%
4	38%	57%	6%	0%
5	52%	40%	8%	0%
3-5	52%	39%	9%	0%

There is a significant need to support readers and accelerate reading growth in all grade levels. Due to large class sizes in grades 1 and 4, particular support will be needed there. In addition, we are also prioritizing grade 2 so that students will be prepared to transition to the increased rigor and intensity of 3rd grade in September 2016.

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, 70% of students in grades 2-5 will read on or above level according to TC running record assessments. By June 2016, 25% of students in grades K and 1 will read on or above level according to TC running record assessments

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>• Activity #1 -- RTI:</p> <p>Implementation of structured RTI program using the Fountas and Pinnell Leveled Literacy Intervention program and Great Leaps. Primary focus will be on grades 1 and 4 due to large class sizes in those grades.</p> <p>Additional support will be provided to students in grade 2 to prevent students from entering 3rd grade below grade level. NYU Reads Volunteer and Learning Leaders tutors will supplement AIS providers in this area.</p>	<p>Students reading below grade level in grades 1 – 5</p>	<p>Oct. 2015 – May 2016</p>	<p>Principal, Assistant Principal, intervention teachers, classroom teachers</p>
<p>Activity #2: Academic After School Support:</p> <p>Students in grades 3-5 who are performing below grade level will be given the opportunity to participate in 3 hours of extra instruction per week. Teachers will identify areas of need and appropriate materials for use. These instructional materials/strategies can include the Leveled Literacy Intervention kits, Great Leaps, guided reading, and pre-teaching of content.</p>	<p>Students reading below grade level in grades 3 – 5</p>	<p>Oct. 2015 – March 2016</p>	<p>Principal, Assistant Principal, classroom teachers, ENL teacher</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Personnel:</p> <p>-RTI personnel for in-class support</p>

-Learning Leaders and NYU America Reads tutors

-Classroom and ENL teacher for after school instruction

Instructional Resources:

- Leveled Literacy Intervention program

- Upgraded laptops to support use of Great Leaps and other intervention programs

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	X	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.

January reading levels will be analyzed to determine how much growth students have demonstrated in independent reading. Particular attention will be paid to students receiving intervention services in order to assess effectiveness of the services provided.

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.

Teachers at P.S. 142 have a long tradition of collaborative planning. The 2014-15 Quality Review report noted that the work of teacher teams was an area of celebration. A survey administered to all teachers in June 2015 confirmed these findings as over 90% of teachers mentioned collaboration as an area of strength. The NYC School Survey further supported these findings. 100% of teachers agree that teachers share/discuss student work with other teachers and 93% of teachers agreed that teachers design instructional programs together. In addition, 95% of teachers agreed that teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.

This year, we have designed a schedule that provides common preparation periods every day for all kindergarten through 5th grade teachers, including special education teachers. This offers teachers opportunities to collaborate daily during the school day. During Monday professional development times, teachers meet together and then break into grade teams to collaboratively plan and analyze student work.

Teachers have also developed and volunteered to serve on several committees designed to improve the school including a Culture Committee, Spirit Committee, Website Development/Management Committee, and Garden Committee. These groups are in addition to the various mandated committees (e.g. SLT, Professional Development, etc.) and are entirely teacher organized and driven.

Historically, service providers, including Speech, SETSS, ENL, OT, and PT, have pulled students out of class to provide instruction support. Research has convincingly demonstrated that keeping student in class while providing such supports is far more effective. Push-in models reduce disruption of instruction and enable students to integrate new skills into regular classwork more easily. As a result, this year we will focus on scheduling for push-in services in SETSS, Speech, OT, and ENL where allowed.

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, service providers (including Speech, SETSS, ENL, and OT) will push into classrooms to provide services at least 80% of the time.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Activity #1 - Professional Development :</p> <p>Service providers will receive support in designing schedules to facilitate push-in services from the principal. They will also attend Monday professional development with classroom teachers so that they can be current with curriculum developments and analyze student work and data alongside classroom teachers.</p>	<p>SETSS teachers, ENL teacher, Speech teachers, and other intervention staff</p>	<p>Sept. 2015 – May 2016</p>	<p>Principal, Assistant Principal</p>
<p>Activity #2: Scheduling</p> <p>Service providers will develop schedules with support of administration to facilitate push-in over pull-out services. Additionally, service providers will participate, where possible, in grade level meetings during common preparation times in order to remain current with curriculum developments.</p>	<p>SETSS teachers, ENL teacher, Speech teachers, and other intervention staff.</p>	<p>Sept 2015</p>	<p>Principal, Assistant Principal</p>
<p>Activity #3: Curriculum Sharing/Google Drive</p> <p>Classroom teachers will store curriculum pacing maps and unit maps on the shared Google Drive so that service providers can easily access content materials. Assessment data will be similarly stored to offer timely and convenient access to providers as well.</p>	<p>All teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Principal, Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Scheduling: -Common preparation periods across grades and flexible schedules for service providers</p>

- Monday PD time and Tuesday other professional work time

Instructional Resources:

- Common digital storage of resources resources

- Upgraded computers to enable access to digital resources

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		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.

By January, all curriculum should be available on Google Drive for service providers. Service provider schedules should reflect a minimum of 80% push-in services.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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 parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		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.

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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.

The 2014-15 School Survey results indicated high levels of family satisfaction and engagement. 85% of families responded (compared to 49% citywide) and 95% of families surveyed indicated satisfaction with the school.

While we have prioritized making our school an inclusive culture that values partnership with parents and removes language barriers to this partnership through hiring a multi-lingual and multi-cultural staff, parent participation in school workshops and events has remained low. To increase parent engagement, we are planning to develop programming by first identifying our families’ needs. We will hold Family Fridays once per month which will include a workshop designed to meet the needs of parents as indicated by them. We will leverage our partnerships with community-based organizations including Educational Alliance, Mark DeGarmo Dance, and Food Bank for New York City to conduct focused, need-based workshops for parents.

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.

During the 2015-16 school year, we will see an increase in parent participation in school workshops, meetings, and events as measured by collected sign-in sheets.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
Activity #1: <u>Parent Engagement Survey</u> We will survey parents to determine what workshops/presentations would meet their needs. The Parent Coordinator will compile the results of the survey and then reach out to our community-based partner organizations to schedule workshops on Family Fridays.	All parents & guardians	Oct 2015 – June 2016	Parent Coordinator, Principal, Assistant Principal
Activity #2: <u>Family Arts Events</u> Families will be invited to afternoon and evening arts events. These events will range from seasonal arts and crafts to Salsa Dancing instruction (with Mark DeGarmo) to healthy cooking with Cookshop. By participating in arts activities with their children, parents/guardians will come to see the school as a more accessible and supporting environment.	All parents & guardians	October 2015 – June 2016	Parent Coordinator
Activity #3: <u>Teacher Facilitated Workshops:</u> Teachers will plan and facilitated at least 3 workshops about instruction and/or Common Core Learning Standards during Tuesday Parent Engagement time across the year.	All parents & guardians	Sept 2015 – June 2016	Classroom teachers, Parent Coordinator, Assistant Principal

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.
<p>Human resources: - Parent Coordinator to run Arts Events and coordinate Family Friday Workshops</p>

- Classroom teachers to plan and facilitate workshops and plan Family Friday lessons
- Learning Leader staff to facilitate parent workshop(s)
- Mark DeGarmo staff to facilitate Salsa Night
- Cookshop grant

Schedule:

- Tuesday Other Professional Work time will be leveraged.
- Evening events for Salsa Night and Arts events will be scheduled.

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		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.

In January 2016, a second survey will be distributed to parents to assess usefulness of workshops/events to date and gather input for planning further workshops through June.

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)	<p>Students are referred for AIS services by classroom teachers and/or parents.</p> <p>Teachers assess students and, based on assessments of students who are struggling, teachers complete the AIS referral form.</p> <p>AIS Team meets weekly and classroom teachers participate in mtg.</p>	<p>During the school day, AIS intervention is provided by intervention teachers. Guided reading using the Fountas and Pinnell Leveled Literacy Intervention Kits is the primary method of intervention. Other programs such as Great Leaps in grades 2-5, Lexia, HeadSprout, Tutormate in grade 1, Therapy Dog reading, and Read Live in grades 3-5 are used.</p> <p>The entire 1st grade and Kindergarten receives Foundations during the school day. In grades 2-4, Foundations is used where needed by intervention providers.</p> <p>Students in grades 3-5 will have additional intervention provided using programs listed above as well as pre-teaching, supplemental guided</p>	One-on-one, Small Groups, or whole class as appropriate	School day, except Extended Day which is provided after school 2 days per week for grades 3-5.

		reading, shared writing, and other strategies as determined by the teacher.		
Mathematics	<p>Students are referred for AIS services by classroom teachers and/or parents.</p> <p>Teachers assess students and, based on assessments of students who are struggling, teachers complete the AIS referral form.</p> <p>AIS Team meets weekly and classroom teachers participate in mtg.</p>	<p>Students are instructed using the Math in Focus (Singapore) pre-K-5. Small group instruction and intervention is provided using Math Navigator in grades 3-5. Engage NY materials are also used in K-5 to provide support in small groups. Xtramath.org and other web-based programs are used to build fluency in grades 2-5.</p> <p>Extended day is provided for students in grades 3-5. Number talks are used in conjunction with pre-teaching and other strategies as deemed appropriate by the teacher</p>	Whole group, Small Groups, One-on-One, as appropriate	School Day & After School
Science	<p>Students are referred for AIS services by classroom teachers and/or parents.</p> <p>Teachers assess students and, based on assessments of students who are struggling, teachers complete the AIS referral form.</p> <p>AIS Team meets weekly and classroom teachers participate in mtg.</p>	<p>Grades 3-5 Expeditionary learning supports literacy, social studies and science</p> <p>FOSS</p> <p>Recycling committee</p>	Whole group, Small Groups, One-on-One, as appropriate	School day

<p>Social Studies</p>	<p>Students are referred for AIS services by classroom teachers and/or parents.</p> <p>Teachers assess students and, based on assessments of students who are struggling, teachers complete the AIS referral form.</p> <p>AIS Team meets weekly and classroom teachers participate in mtg.</p>	<p>Grades Pre-K-3 inquiry study/word work</p> <p>Grades 3-5 Expeditionary learning supports literacy, social studies and science</p>	<p>Whole group, Small Groups, One-on-One, as appropriate</p>	<p>School Day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students are referred for AIS services by classroom teachers and/or parents.</p> <p>Teachers assess students and, based on assessments of students who are struggling, teachers complete the AIS referral form.</p> <p>AIS Team meets weekly and classroom teachers participate in mtg.</p>	<p>Guidance Counselor: Family Intervention, bereavement counseling, behavioral modifications, short term therapeutic counseling related to issues interfering with academic performance and home life</p> <p>School Social Worker: Bilingual Crisis intervention, Family crisis intervention, Social Services referrals for public assistance and immigration issues. Coordination of special education services including OT, PT, etc.</p> <p>School Psychologist: Family counseling, individual and group counseling of students displaying academic difficulties. Address emotional and social factors.</p>	<p>Small group or one-on-one as appropriate</p>	<p>School Day</p>

		<p>Henry Street Settlement Social Worker: crisis intervention,</p> <p>therapeutic counseling related to issues interfering with academic performance and home life, management of student medications where necessary.</p>		
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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.
<p>100% of teachers at P.S. 142 are state-certified.</p> <ul style="list-style-type: none"> · P.S. 142 interviews and hires teachers based on the needs of the school. · P.S. 142 recruits from a pool of student teachers who have interned at the P.S. 142 school site and are recommended by classroom teachers and observed by administration. <p>P.S. 142 encourages teachers and paraprofessionals to become certified and to stay lifetime learners by using flexible scheduling to make allowances for attending classes and special events related to educational opportunities.</p>

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).
<p>At P.S. 142, we recognize that high quality professional development is essential for meeting the needs of our students as well as retaining excellent staff members. We eagerly partner with experts who can bring value to our teaching corps including GoldMansour & Rutherford and TCRWP.</p> <p>We also recognize that like good teaching, good professional development is differentiated according to needs. Therefore, we leverage expertise in the building to make sure that staff members receive the training they need most. Staff who demonstrate excellence in one area (e.g. behavior management strategies, assessing readers, planning for differentiation, writing quality IEPs, etc.) will be called upon to present workshops on Monday afternoons and during other professional development time. All of our work is relevant to and embedded in our curriculum development and instructional focus. Topics are determined by the professional development team and reflect the needs of the staff.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The Head Start Program housed in our building (Educational Alliance) feeds into our Universal Pre-K. During the year, Family Assistants from both programs join together in planning and administering particular workshops for parents.

In the fall, Early Childhood Social Worker distributes a survey to parents, asking about their interests in various workshop topics. Throughout the year, Early Childhood social worker facilitates parent workshops throughout the school year, in conjunction with the Parent Coordinator and Family Assistant. Topics include: Adjustment to Pre-K, Typical Development of 4 & 5 year-olds, Applying for Kindergarten, and (in early spring) Preparing for the Transition to Kindergarten.

In early winter, teachers, Family Assistant, and Early Childhood Social Worker inform parents in many ways about the application process for Kindergarten in *parents' native language*, including email info "blasts" with due dates, timeline, etc., workshop, info sessions, and personal assistance, when needed. By late spring, Family Assistant takes Pre-K parents on tours of Kindergarten classrooms to familiarize them with the classroom, curriculum, expectations, etc.

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

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

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.

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

- Professional Development committee (5 teachers and one administration representative) meet monthly to plan professional development for Monday afternoons in order to best meet the needs of teachers and paraprofessionals.

-PPT and AIS teams are now consolidated into one team.

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	236,417.00	X	See action plan
Title II, Part A	Federal	38,678.00	X	See action plan
Title III, Part A	Federal	11,200.00	X	See action plan
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,175,307.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. **PS 142**, 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. **[School name]** 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)

PS 142 , 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 142</u>	DBN: <u>01M142</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>41</u>
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: <u>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
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 01	Borough Manhattan	School Number 142
School Name PS 142M - The Amalia Castro 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 Daphna Gutman	Assistant Principal Jaime Szymanski
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Rachael Uhlir	School Counselor Sharon Levanoni
Teacher/Subject Area Stuart Pyle/Music	Parent Karima Zameche
Teacher/Subject Area	Parent Coordinator Jackie Munoz
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Daniella Phillips	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	1	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	1	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	357	Total number of ELLs	33	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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														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	33	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	12
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	1	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	0	0	0	0	0	0				0
DL	0	0	0	0	0	0				0
ENL	32	1	11	1	0	1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section 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	5	10	6	3	2	4								0
Chinese	2	1												0
Russian														0
Bengali														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)	3			1		2								0
Emerging (Low Intermediate)	1	0	1		1	1								0
Transitioning (High Intermediate)	1	3	1		1									0
Expanding (Advanced)	2	7	5	1		1								0
Commanding (Proficient)		2	1		2	1								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

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		2	1		3	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1	1		0
4	1	1			0
5					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		1			1		1		0
4	4								0
5									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		1			2				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.
 To assess the early literacy skills of our ELLs at P.S. 142 we use formal and informal assessments. The formal assessments we use are Teachers College Running Records. At P.S. 142, we also use rubrics aligned to the Common Core Learning Standards to assess our students' literacy skills, math, and language development.

 We have found that the majority of our ELLs score below grade level on literacy assessments due to limited English vocabulary and limited schooling prior to entering Kindergarten and/or the United States. Teachers use the information collected from all assessments to carefully understand the needs of our ELLs in order to plan targeted, customized lessons and supports. The assessments are used to differentiate instructional material and to set literacy goals for students. The information collected also helps inform the school of students who will need extra support through AIS (Academic Intervention Services), Extended Day, and small group tutoring. Teachers also conduct informal assessments, including anecdotal, conferences, writing samples etc.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Thirty-two students took the NYSESLAT in Spring 2015. 5 students achieved a decision of Commanding.

 10 students scored at an Intermediate level. Out of those 10, six of the students are in second or third grade. Eight students scored at a Beginner level. Out of those eight, four are in fourth grade. Six students scored at an Advanced level. Out of those six, two are in third grade. Majority of the students who scored at a Beginner level on the NYSESLAT and/or LAB-R are newcomers who have been in the US for one year or less.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Because the tool does not capture the most up-to-date data, it does not reveal useful patterns or trends. However, looking at the raw data from the 2015 NYSESLAT administration, an overwhelming majority of students scored considerably higher in speaking than in listening, reading or writing. Writing was, by far, the area in which students scored the lowest. This suggests that our ENL teacher

should design a schedule that enables the push-in services to support students during Read Aloud, reading, and/or writing.

Most of our ELLs are in grades K-2. Only 1 third grade student did not reach Commanding status on the Spring 2015 NYSESLAT, and this student entered the NYC school system just that school year. Of the 4 fourth graders who took the NYSESLAT in Spring 2015, one reached Commanding. Of the 3 who did not, 1 student started in NYC schools that year scored Entering as he spoke no English upon arrival. The remaining 2 students have IEPs, which indicates that we may need to reassess our supports for students with disabilities who are also ELLs. One way we will endeavor to better support these students is by changing our ENL model from entirely pull-out to mostly push-in. This will better support students with IEPs because they will experience less disruption of instruction and they will receive the language support they need within the ELA curriculum, rather than receiving separate instruction in a different curriculum.

4. For each program, answer the following:
- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. Across all grade levels, NYSESLAT scores track fairly closely to reading levels assessed using TC Running Records. The chart below shows the average gap between grade level and actual student reading level in each grade by NYSESLAT score. For example, students in first grade who earned a score of Expanding on the Spring 2015 NYSESLAT were, on average, half a year below grade level in reading level.

Grade	2015 NYSESLAT Score	Average Distance from Proficiency in Years
1	EN	-1
1	TR	-0.75
1	EX	-0.5
1	CM	-0.5
2	EM	-1
2	TR	-1
2	EX	-0.875
3	EX	-1.25
4	EM	-2.5
4	CM	-0.125
5	EN	-5*
5	EM	-2.5
5	EX	-0.75
5	CM	0

*There is only 1 student in this category. He is also SIFE which may be a contributing factor to the wide gap in reading proficiency.

On the NYS ELA exam, one 3rd grade student scored a 2, which is higher than 59% of the grade. One 3rd grade student scored a 3, scoring higher than 86% of their grade. Both students scored Commanding on the Spring 2015 NYSESLAT. One 4th grade student scored a 2 and a Commanding on the Spring 2015 NYSESLAT. One 4th grade student scored 1 on the ELA exam, and Expanding on the Spring 2015 NYSESLAT. 38% of 4th grade students scored a 1 and 57% of 4th grade students scored a 2 on the NYS ELA.

There seems to be a correlation between scoring well on the NYSESLAT and scoring well on the NYS ELA. As students score better on the NYSESLAT, their performance on state tests is comparable to their classmates.

On the NYS Math exam, one 3rd grade student scored a 3, while 70% of their grade scored a 1 or 2. Another 3rd grade student scored a 4, scoring higher than 94% of their grade. Both students recently scored Commanding on the Spring 2015 NYSESLAT. One 3rd grade student scored a 1, and Emerging on the Spring 2015 NYSESLAT. Out of the 4 students in 4th grade who scored a 1, 3 took the exam in English. 1 scored Entering, 1 scored Emerging, and 1 student scored Commanding on the NYSESLAT. One student took the NYS Math exam in his home language and scored a Level 1. This student is also a SIFE and scored Entering on the Spring 2015 NYSESLAT. 59% of 4th graders scored a 1 on the NYS Math Exam.

In general it seems that there is a correlation between scoring well on the NYSESLAT and on the NYS Math exam, with the exception of the 1 4th grader who scored a 1 on the NYS Math exam and Commanding on the NYSESLAT. However, as 59% of all 4th grade students at P.S. 142 scored a level 1 on the math exam, this student's ENL status is not necessarily the dominant contributing factor.

In 2015, only 1 student took the NYS Math exam in his native language, and this student scored a 1 on the exam.

- b. We do not use the ELL periodic assessments.
- c. We do not use the ELL periodic assessments.
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](#).]
Once an ELL has been identified as needing additional support, the classroom teacher will provide the student with small group or individualized instruction as needs dictate. If the data collected by the teacher from small group instruction does not demonstrate student achievement, then that student will be recommended for AIS (Academic Intervention Services) to the School Implementation Team. Upon the SIT's recommendation, an AIS provider will be assigned to provide push-in services. After six weeks of AIS, all teachers that provide services for the student will revisit and discuss student progress.
6. How do you make sure that a student's new language development is considered in instructional decisions?
All teachers at P.S. 142 embrace the fact that they are teachers of English as a New Language. As a result, students' second language development is considered when planning in teams and individually and in all instructional decisions. Teachers provide students with visuals to build Tier 1, 2, and 3 vocabulary. For those students who are literate in their native language, teachers provide students with bilingual dictionaries and books. Fountas and Pinnell Leveled Literacy Intervention kits are used to provide customized instructional support in reading. Newcomers who are able to write in their native language are allowed to do so. As they build second language proficiency they are encouraged to transition from writing and reading in their native language to writing and reading in English.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our programs for ELLs by analyzing student NYSESLAT scores (focusing on their improvement in each modality, Reading/Writing and Speaking/Listening as well as overall performance levels). We also analyze guided reading level data monthly and use NYS ELA and Math tests to look at student gains. Formal and informal assessments conducted by the ENL teacher and their classroom teacher provide additional ongoing information about the progress students are making in the classroom.

Part IV: ELL Identification Process

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

- 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.
Upon entering the New York City School District for the first time, all parents complete a Home Language Identification Survey (HLIS) in the child's home language. The HLIS is administered during registration by a NYS certified ENL teacher who is familiar with the procedure of completing the HLIS. At registration, the ENL teacher also conducts an informal interview to determine whether the student has any formal educational background in their own language and if the student is able to communicate in English. If the ENL teacher is unable to speak the student's native language, then a translator is made available to assist with the translation. During the registration process the certified ENL teacher also interviews the student's parents/guardians to determine whether or not the child received formal education in the United States or in their native country prior to entering the NYC School District and for how long the child attended school. If questions 1-4 and any two responses to questions 5-7 indicate a language other than English is used at home, the ENL teacher administers the NYSITELL within 10 days of registration. Spanish speaking students who qualify as ELLs on the NYSITELL are also administered the Spanish Lab by a Spanish-speaking pedagogue. Students who are identified as ELLs on the NYSITELL are placed in a class and enrolled ENL services until the parents select their program choice. The administration of the LAB-R, program placement, and the parent orientation take place within ten days of registration.
- 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).
The Oral Interview Questionnaire is used by the ENL teacher during the interview described above to identify SIFE at registration.
- 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).

NYSITELL administration for students with IEPs is determined by the Language Proficiency Team. P.S. 142's LPT is comprised of the principal, certified ENL teacher, and the IEP/SETSS teacher. The parent/guardian of the student joins the LPT and a qualified translator is included when necessary. Together, this team considers evidence of the student's English language development and determines whether the student has a second language acquisition need or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the certified ENL teacher will administer the NYSITELL. If the LPT determines that the student does not have English language acquisition needs, and show not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the recommendation of the LPT, the NYSITELL is administered by the ENL teacher. If the principal accepts the recommendation, the recommendation is sent to the superintendent for a final decision. The parent/guardian of the student will be notified within 3 school days of the decision in the parent's/guardian's preferred language. The school will follow the final decision made by the superintendent. The Language Proficiency team NYSITELL Determination Form will be placed in the student's cumulative folder.

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.

The certified ENL teacher prints and distributes entitlement letters to all students who are entitled to receive ENL services. These letters are written in the parent's/guardian's preferred home language (as indicated on the HLIS) and are sent to the students' parents/guardians via backpacks within the first week of school for continuing students and within 5 days of the determination of the NYSITELL score. A copy is retained in the ENL teacher's files. To ensure parents receive and understand the entitlement letters, parents are asked to sign and return a slip of paper that is attached to the entitlement letter that states (in English and their native language) they understand their child will receive ENL instruction for the entire school year. Non-entitlement letters are distributed by the certified ENL teacher within the first week of school to students who are no longer receiving ENL services due to their NYSESLAT score. Similarly, these letters are sent home via backpack with a return slip that parents are asked to sign to indicate that they have received the letter. In the event that the return slips are not received, the parent coordinator and the ENL teacher will establish communication with parents via phone calls and re-send the letters when necessary.

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).

The entitlement and non-entitlement letters that are sent home by the certified ENL teacher in the preferred language of the parent/guardian (as indicated on the HLIS) advise parents of their right to appeal ELL status within 45 days of enrollment.

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.

If the student is identified as an ELL, parents/guardians are notified in writing, in their native language. Each parent receives a "Parent Entitlement letter" and is invited to attend a Parent Orientation session. The ESL teacher and Parent Coordinator conduct the Parent Orientation. In September parents/guardians attend the orientation session, where they view the orientation video and receive information on the different program options that are available. The parent orientation and materials are provided in their native language. At the orientation, all three programs, Transitional Bilingual, Dual Language, and Freestanding ESL, are explained orally and in writing to the parents/guardians. The Parent Survey and Program Selection Form are completed and collected during the Parent Orientation meeting. Therefore, we have an immediate response. Parents/Guardian who didn't attend the Parent Orientation are spoken to at morning drop off or dismissal or an appointment is made. For students who are admitted during the school year, an appointment is made with that parent/guardian and the same process is repeated. If a parent chose a Transitional Bilingual or Dual Language program, and there aren't enough students to create a class, the parent is notified by the ENL teacher at a scheduled meeting. A list of student names are kept in the main office, once there are enough students to create a class, a class will be created. The original Home Language Identification Survey, along with the original Parent Survey and Selection Form, a copy of the Entitlement or Non-Entitlement letter, and the placement letters are placed in the cumulative folder. Copies of these documents are also kept in the ENL teacher's file for easy reference. For students who are already ELLs a copy of their Continued Entitlement letter or a copy of their non-entitlement letter is placed in their cumulative folder.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents/guardians of ELLs are invited to attend an Orientation Meeting. Parents/guardians, who do not attend the parent orientation and/or haven't completed the Parent Survey and Program Selection Form, are notified in writing, and another Orientation Meeting date is given. If parents haven't replied after three days, a phone call is made and the parent/guardian is asked to come into school. As a last resort, if the parent/guardian still hasn't responded the child is placed in our ENL program and a letter is sent home indicating the placement. If a Bilingual class should open, the child will be placed in that Bilingual class. Once Parent Survey and Parent Selection Forms are returned the ENL teacher secures them in a file cabinet. Each student has his or her own file, which includes a copy of his or her HILS, entitlement letter, and selection form. Original HILS and entitlement letter are kept in their cumulative folders.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The parent coordinator reviews the ELPC screen on ATS to identify any incomplet Parent Surveys and Program Selection forms. She then reaches out to parents who have not returned the form. She also coordiantes with the ENL teacher who uses some of her Parent Engagement time on Tuesday afternoons to reach out by phone as well.
9. Describe how your school ensures that placement parent notification letters are distributed.
The certified ENL teacher distributes placement parent notification letters to students who bring them home in their backpacks. The ENL teacher retains a copy of the letter in her files. She uses some of her Parent Engagement time on Tuesday afternoons to reach out to parents and confirm receipt.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Each child's original HLIS and (non-)entitlement letters are kept in the cumulative folder. The certified ENL teacher maintains duplicate files of these documents in her file cabinet for easy reference.
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.
In the spring, ELL students are given New York State English as a Second Language Achievement Test (NYSESLAT). Our ENL teacher compiles reports from ATS and administers the NYSESLAT to the students. The RLER report from ATS (which determines the NYSESLAT eligibility) and the Projected Register Report (which gives a description of special education services students receive) are reviewed. A testing schedule is created, to ensure that each student is administered the speaking, listening, reading, and writing sections. In September the language allocation team and our ESL teacher work together to realign our ENL program to meet the needs of our English language learners analyzes the results.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Upon receiving the NYSESLAT scores, the ENL teacher prepares and sends home continued entitlement or transitional support parent notification letters as appropriate within the first 5 days of school.
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).
At this time, P.S. 142 does not have enough students with the same Home Language in one or two continous grades to establish a dual language or Transitional Bilingual Education program. In looking at previous year's data, we have noticed a recent change in parent choice in program selection. In the past years, parents chose to have their child attend an ESL program. From 2010-2011 35 parents chose ESL as their number one choice for their children. Recently, there has been a change in this trend. In 2013, five parents chose Transitional Bilingual Education (Spanish), four parents chose ESL, and only one chose Dual Language as their primary choices.

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.
The ENL program at P.S. 142 prioritizes a push-in model. While students are grouped heterogenously within classes, ELL students are grouped wherever possible according to proficiency level to facilitate providing push-in services. The ENL teacher pushes in to provide support during ELA instructional time (either during Read Aloud, reading workshop or writing workshop), although if student need indicates that there is a greater need for support during content area instruction, modifications may be made to meet student needs. The ENL teacher works with students in guided lessons, introducing vocabulary, building background knowledge, exploring words and word solving strategies and developing fluency and comprehension. The ENL teacher also meets with grade level teachers during planning time to coordinate instruction to better meet the needs of our ELL students.

Students with English proficiency levels of Entering are provided with 180 minutes of stand-alone ENL instruction per week by the ENL teacher and students with English proficiency levels of Emerging are provided with 90 minutes of stand-alone ENL

instruction per week by the ENL teacher as required.

b. TBE program. *If applicable.*

n/a

c. DL program. *If applicable.*

n/a

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)?

The ENL teacher first creates a table plotting out mandated minutes, methods and classrooms for each ELL students to see where the most beneficial groupings can be made. Then a schedule is drafted incorporating all methods of ENL instruction (push in/pull out) based on student proficiency levels. The ENL teacher then meets with the SETSS, Speech, OT and PT teams to make sure their schedule's do not conflict. The principal then reviews and approves the schedule.

a. In the ENL program ENL and ELA instructional minutes are delivered using push in and pull out methods. The ENL teacher pushes into classrooms and provides appropriate scaffolding for ELA core content.

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.

Because the ENL teacher pushes in to support students in their classrooms during regular instruction, core content is automatically integrated into the ENL program. The ENL teacher has access to all unit plans and pacing maps for all grades serviced. She also is able to meet with grade teams for planning during common preparation time as well as Tuesday afternoon professional work time. In this way, the ENL teacher is able to plan appropriate supports for ELLs that are implemented during regular instruction in English, and she can suggest to classroom teachers supports that they can integrate even when she is not pushing in. ELLs do not miss out on core content instruction, and supports provided by the ENL teacher are relevant and foster language development within the context of the learning done in class.

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

P.S. 142 does not offer a Transitional Bilingual or Dual Language program. As a result, most assessment is done in English. Spanish speaking students are assessed in their home language using the LAB-R. NYS Math exams and internal math exams are available in a variety of languages. Teachers and paraprofessionals in the building who speak Spanish and Chinese are called upon when necessary to assist with translation on assessments or other to facilitate other communication as well.

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

The NYSESLAT scores from the previous spring provide the ENL teacher and classroom teachers an initial baseline of each student's English language proficiency level at the beginning of each school year. In addition, the ENL teacher assesses each student on all four modalities (Speaking, Listening, Reading, and Writing) throughout the school year using teacher-made assessments including conversation rubrics, running records, and on-demand writing tasks.

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

All teachers at P.S. 142, all teachers differentiate instruction to meet the needs of the wide variety of students in their classrooms. To aid teachers in this work, at the beginning of each school year, each teacher receives a list of their English Language learners, which designates their level of language acquisition (entering, emerging, transitioning, expanding, and commanding).

a. At this time, we only have 1 SIFE attending P.S. 142. This student is offered additional small group instruction in class. He receives stand-alone ENL services in addition to push-in support. He is also invited to participate in our academic after-school program as well as the Saturday academy for ELLs.

b. Newcomers receive daily instruction using methodologies and approaches such as Total Physical Response (TPR). The certified ENL teacher provides both push-in support during ELA instruction as well as pull-out instruction for more individualized, intensive language instruction. The home language of newcomers is often used during early stages of language learning. A wide range of materials will be used to support instruction such as visual aids, manipulatives (particularly to reinforce letter-sound relationships), big books, vocabulary cards, various word study activity kits and texts with audio and visual supplements. These students are also invited to participate in our academic after school program as well as our Saturday academy for ELLs.

c. Developing ELLs are supported with push-in ENL support. The certified ENL teacher works closely with the classroom teacher to anticipate language needs and provide pre-teaching or on-the-spot support as needed. Since writing was the weakest area on the recent NYSESLAT, developing ELLs are largely supported in the area of writing. This work includes organizing texts, developing complex sentences, and expanding range of vocabulary through root and affix analysis.

d. We do not have any long term ELLs at this time. Should the need arise, however, for support of long term ELLs, we would ensure that these students continue to receive academic support through small group intervention as well as after school and Saturday academy programs. The classroom teacher and ENL teacher would work together to develop a structured immersion instructional program that allows for students to receive instruction that is tailored to specifically meet their needs.

e. Former ELLs receive 90 minutes of integrated ENL services per week. The certified ENL teacher works with the classroom teacher to design a schedule that meets the needs of these students through push-in services. These students are also given the option to continue to attend Saturday academy programs.

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 after a re-identification has taken place, the principal will ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the classroom teacher as well as any other qualified service providers who work with the student as well as the student and the student's parent/guardian. Recent assessment data will be analyzed to determine if academic performance has been adversely affected. If it is determined that the student's academic progress has been adversely affected by the re-identification, the principal will work with the classroom teacher and other qualified service providers to offer additional support to the student. If necessary, the principal (in consultation with the superintendent) may reverse the determination during this period with notification to the parent/guardian in the parent's preferred language within 10 school days.

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?

Paste response to question here: The ENL teacher, classroom teachers, and service providers of ELL-SWDs have access to a wide variety of instructional strategies and grade-level materials to provide students with access to academic content and guide students in accelerating English language development. All teachers begin with the students' IEPs to identify areas of need and accommodations that benefit the student. Grade level teams with with special education service providers and ENL certified teachers to design materials and identify effective strategies when unit planning. Teachers leverage technology including Smartboards, document cameras, and SmartTables to provide visual support (including pictures and videos). iPads and computers are available in the classroom for additional individualized auditory and visual support.

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?

To meet the diverse needs of ELL-SWDs, P.S. 142 offers service providers to meet at the beginning of the school year to plan out a schedule. Some of our ELL-SWDs receive more than one service, thus it is important that all service providers (APE, OP, PT, Speech, guidance counselor, SETSS, and ENL) meet to discuss which students will be pulled-out on what days and times. This allows all service providers to rearrange scheduling in order to ensure that one particular student is not pulled out of class too often in one day. Students with Disabilities are programmed with their general education peers as often as possible including during lunch, recess, assemblies, and occasionally during science, library, music, and art. As we continue to transition to providing more services in a push-in model, students receiving SETSS, ENL, Speech, and even OT will be able to stay in the classroom with their peers while receiving the support they need.

Chart

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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> 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 Dually 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.

Chart

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 Dually 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.

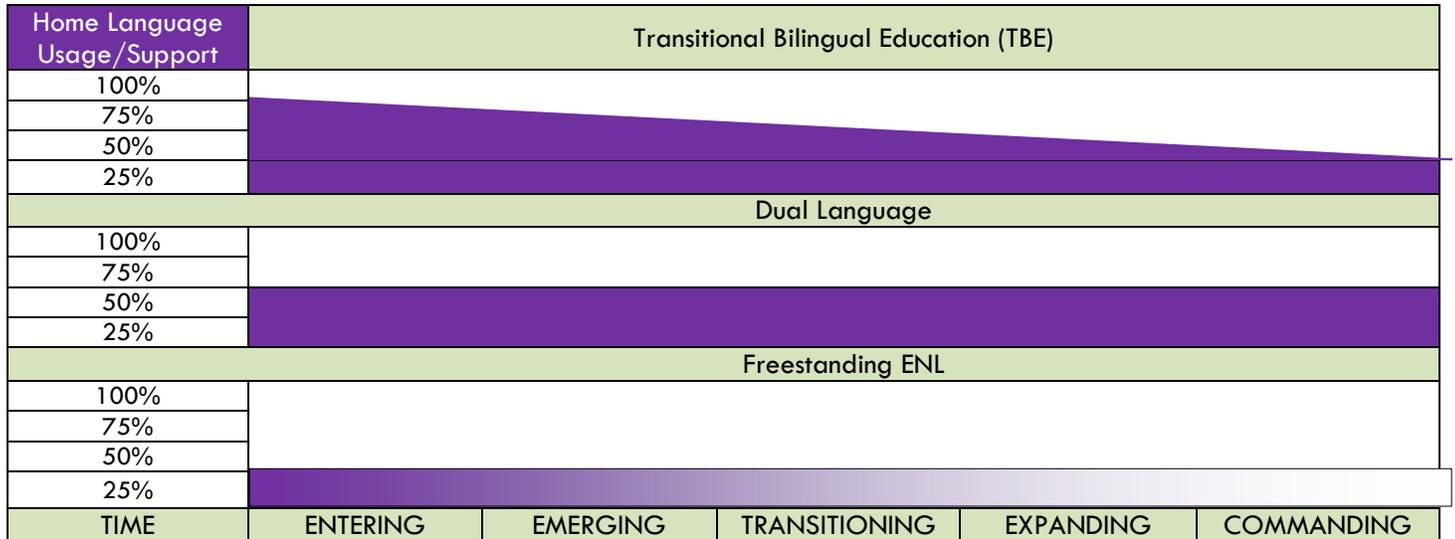


*Note “other approved services” does not apply to New York City at this time.

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. P.S. 142 has set up intervention programs for ELLs in ELA and math. All intervention services are provided in English and are targeted to address the needs of the learners in each specific group. Intervention providers identify the needs of the student and provide the most appropriate intervention to meet those needs. Students struggling with organizing their thoughts into a paragraph might work with an intervention teacher in a small group using graphic organizers designed to specifically support the student when planning to write. Yet a students struggling to decode text will be included in a small group during word study for customized instruction. Special needs students who are not proficient in English are provided with instructional support (a bilingual paraprofessional) as per IEP. Fountas and Pinnell Leveled Literacy Intervention kits are used during push-in AIS services for reading support as well as during after school and Saturday programming.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current pull-out ENL program at P.S. 142 is has demonstrate some effectiveness as indicated by a moderate growth in NYSESLAT scores. However, this growth has not translated to NYS ELA or math assessments.
12. What new programs or improvements will be considered for the upcoming school year?
In the upcoming year, P.S. 142 will transition away from pull-out ENL service to prioritize push-in services. Research has shown that push-in models are more effective than pull-out models. This will allow ELLs to participate in the content area instruction with the appropriate language support. This will also enable classroom teachers to witness strategies used by the ENL teacher and incorporate those strategies into their own work with students needing language support, thereby reinforcing the idea that all teachers are teachers of ELLs. During professional development and common planning time, teachers will work with the ENL teacher to differentiate instruction and plan supports for ELLs within their units.
- In addition, all staff members will be trained in a new protocol for Read Aloud. This protocol builds in vocabulary support for all students including ELLs. It will offer students practice in listening, an area in which students demonstrated additional need according to the spring 2015 NYSESLAT scores. This protocol also includes time for grand discussion which will offer opportunities for teachers to support students in both speaking and listening. Finally, the protocol also includes a writing component which will give students an opportunity to strengthen their written response to texts.
13. What programs/services for ELLs will be discontinued and why?
P.S. 142 will not be discontinuing any programs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
As students in heterogenously grouped classes, ELLs at P.S. 142 are afforded equal access to all school programs. ELLs participate in academic after school programs, visiting artist programs, and trips. ELLs also participate in extracurricular activities, including school trips, Art Club, Musical plays, Town Hall Meetings, Rosie's Broadway Kids, wiffleball, kickball, and the annual Science Fair.
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.
A variety of instructional materials are available to support ELLs. Listening centers, Smartboards, SmartTables, iPads, and computers are available in nearly every classroom for all students to use. The ENL teacher also has bilingual books and dictionaries, literature at various language levels. The Fountas and Pinnell Leveled Literacy Intervention kits will be introduced this year as an additional support for ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: ELLs in ENL receive home language support through bilingual books and dictionaries. Students are also given the option to write in their home language. ELLs with special needs also receive native language support through a bilingual paraprofessional, as per IEP. Several staff members are proficient in Spanish and Chinese and can act as translators when needed. Finally, technology resources offer opportunities for instant translation as well.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Although ELLs at all grade levels are at various language levels, the services support and resources that are provided are at their appropriate grade and language level. Academic content is introduced to students at their appropriate grade level within their reading level. Students who are newcomers and are litereate in their first language are also given the opprotunity to praticipate in writing activities in their native language while they are building English language proficiency. These students are also given access to text in their native language to encourage literacy.
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).

Prior to the first day of school P.S. 142 sends newsletters and pamphlets welcoming new parents to our school. These newsletters and pamphlets are translated for parents of ELLs. Over the summer, students are invited to participate in the District 1 Title III supper program. On the first day of school, the Parent Coordinator holds an orientation Parent Breakfast to welcome new and current parents to P.S. 142 and to answer any questions parents may have.

19. What language electives are offered to ELLs?

At this time, P.S. 142 does not offer foreign language electives.

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.)
 1. The ENL teacher at P.S. 142, along with ELL personnel from the Manhattan Field Support Center offer professional development for our general education and special education teachers.

Some specific PD sessions include:

August 2015: ENL teacher met 1-on-1 for training with ELL Services Coordinator in Manhattan Field Support Center

10/28/15: Supporting ELL students in Read Aloud

11/3/15: Adding supports for ELLs in TC Reading Units

12/7/15, 12/14/15, 12/21/15, 1/11/16 & 2/29/16: Content and Language Objectives for Increased Student Achievement

12/9/15: Become Commanding-Demystifying NYSESLAT to Inform Planning

Every at least 1 Monday per month, the school's professional development period is devoted to developing instructional supports to embed in our unit plans. In addition, a major focus of our professional development this year will be on implementing the new Read Aloud protocol described above. Components of this protocol including the vocabulary support as well as the listening and speaking components of the discussion are geared toward supporting ELLs.

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?

Professional development is offered every Monday after school to all teachers (including ENL teachers). Much of this work is focused on developing and refining curriculum and instructional strategies to better meet the needs of all of our students, including ELLs. One Monday per month will be devoted to revising unit plans to include instructional supports for ELLs. The ENL teacher in addition to the principal and assistant principal will support teachers in this work. A second Monday will be devoted to looking at student work to determine student needs and assess the efficacy of our instruction. ELLs will be a primary focus of this work.

The Read Aloud protocol described above is designed to support all students (including ELLs) as they tackle complex text -- one of the primary requirements of the CCLS. The professional development teachers receive as they implement this new Read Aloud protocol will enable them to better support ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The school guidance counselor provides ELLs in the fifth grade with support as they transition from elementary to middle school. She provides parents and students with information about the different middle schools that the student can apply to and informs them of upcoming tour opportunities. As a new initiative for this school year, P.S. 142 will host a middle school fair. We will invite middle schools to come for an evening present their offerings to students. We will make translators available so that ELL students and their families have equal access to the material presented.
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.

General Education teachers receive 7.5 hours of ELL training and Special Education teachers receive 10 hours of ELL training. This training consists of attending professional development sessions that focus on working with ELLs and workshops led by the ENL teacher at P.S. 142 as well as staff from the Manhattan Field Support Center. Records of attendance at all Monday professional development sessions are kept on file in the main office. Workshops focus on several different topics including, understanding language development for ELLs (BICS and CALP), changing classroom environment to meet the needs of ELLs in the classroom, building understanding of individual ELLs in our own classrooms through case studies and interviews, and activities teachers can use to differentiate instruction for ELLs. These workshops are also focused on strategies and techniques that classroom teachers can use with ELLs to encourage ELLs to participate in class conversations, to be engaged in reading and writing activities, and to be active participants in the learning that occurs in the classroom.

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?
 1. Parents of all students, including ELLs, are given the opportunity to be directly involved in their child's learning. Parents and family members are invited to Family Friday every month. These visits give parents and children the opportunity to explore their child's classroom community. Parents are also invited to attend Parent Breakfast meetings led by the Parent Coordinator and administration to discuss school activities, attend academic workshops, and meet with other parents and members of the community. Translation services are provided at all school events. These translators are members of the school community that speak the language (primarily Chinese and Spanish). In the event that we have a language that is not available for translation by in-house staff, P.S. 142 will reach out to the Department of Education's translation unit.
 2. The certified ENL teacher will meet at least once annually with the parents of each ENL student to discuss their academic progress. She will keep a record of each interaction with a parents. Tuesday parent engagement time as well as other time can be used for this purpose.
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.

At the beginning of the school year, all parents are asked to complete a survey in which they are asked their preferred method of communication (e.g. phone, in person, email, etc.) The ENL teacher will honor the preferences indicated by parents on this survey as well as the language preference indicated on the HLIS when communicating with parents. The ENL teacher will keep a log of all parent contacts regardless of method or language. Where needed, she will enlist the support of the parent coordinator to contact parents and ensure that communication is effective.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We plan numerous opportunities to foster involvement of parents of ELLs. Once each month, we host Family Friday. On these mornings, parents are invited into our classrooms to participate in lessons with their children during first period. Following that, a workshop is held for parents at which translation is provided. These workshops vary in content from how to help your child with homework to strategies for communicating with children about discipline. We also offer family art workshops monthly, and our partner Marc DeGarmo Dance offers parent/child dance workshops. All of our written communication with parents is distributed in Spanish and English. Chinese translation is offered as well. Teachers use the Parent Engagement time on Tuesday afternoons to meet with parents and/or speak with parents on the phone. The DOE translation service is used by teachers when needed for phone conversations.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 142 partners with other agencies and Community Based Organizations to provide workshops and services to ELL parents. P.S. 142 partners with Learning Leaders to prepare parents to be parent volunteers, NYC Public Library to provide GED information sessions and library cards for students and parents, Grand Street Settlement to provide parents with basic English language classes, and Satellite Academy offers GED courses for parents in English and Spanish. Our partner, Educational Alliance also offers several workshops for parents throughout the year. Our Head Start partner also offers workshops for parents throughout the year to support their parenting and the academic progress of the students.
5. How do you evaluate the needs of the parents? Each year we distribute a survey to parents to determine their needs. The survey is distributed in English and any language indicated as a preferred language on the HLIS we collect. We provide a list of workshop topics that parents can choose from as well as space to write in their own ideas for workshops or support they would find useful. Our parent coordinator also establishes relationships with parents throughout the school and elicits suggestions from parents in informal conversations.
6. How do your parental involvement activities address the needs of the parents?
Paste response to question here:

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:

School Name: **P.S. 142**

School DBN: **01M142**

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)
Daphna Gutman	Principal		10/26/15
Jaime Szymanski	Assistant Principal		10/26/15
Jacqueline Munoz	Parent Coordinator		10/26/15
Rachael Uhlir	ENL/Bilingual Teacher		10/26/15
Karima Zameche	Parent		10/26/15
Stuart Pyle	Teacher/Subject Area		10/26/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	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: **01M142** School Name: **P.S. 142**
Superintendent: **D**

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.

We determine language preferences of the parent community in several ways. We use the Home Language Identification Survey. We also use data indicated on the Student Emergency Contact cards. Finally, we distribute a Family Survey to parents/guardians that asks communication preferences as well as language preferences.

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.

Parents' preferred languages are English, Spanish, Mandarin, and Cantonese.

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.)

September: Family Handbook, Family Survey, School Calendar, Curriculum Night Materials, September/October calendar

October: Parent-Teacher Conference Notifications, March of Dimes Notice, After School Invitations, November calendar

November: Report Cards, December calendar

December: School Vacation Notices, January calendar

January: At Risk Notifications, Principal's New Year's Letter, February calendar

February: Parent Teacher Conference Notifications, March calendar

March: Report Cards, NYS Testing Information, April calendar

April: Vacation Notices, May calendar

May: Parent Night information, At-Risk Notifications, 5th grade graduation information, K moving up information, June calendar

June: Promotional information, Report Cards

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.

We will hold Parent-Teacher Conferences in November and March, as well as additional Parent Nights in September and May. We will also have Family Fridays once per month (October-May) followed by a parent workshop. All teachers will meet with and/or call parents during Parent Engagement Time on Tuesday afternoons. Guidance counselors, social workers, and other service providers will reach out to parents as necessary. Our family assistants and parent coordinator will further assist with contacting parents as needed. Our parent coordinator will also hold open office hours for parents in the morning and afternoon daily.

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.

We have several staff members who are fluent or proficient in Spanish and two staff members who are fluent in Chinese (one in Mandarin, and one in Cantonese). Therefore, documents are translated into Spanish and Chinese by in-house school staff. We will reach out to the Translation and Interpretation Unit for Tibetan translation assistance.

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.

P.S. 142's oral interpretation service needs are met by school staff, parent volunteers, and when necessary, the over-the-phone interpreters via the Translation and Interpretation Unit. In-house interpreters are available during Parent Teacher Association meetings and parent workshops, Parent Teacher conferences, curriculum teas, IEP meetings, and during meetings for children who are at risk of not meeting promotional criteria. During Parent Engagement Time on Tuesdays, staff members use the over-the-phone interpreters or a colleague as needed.

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.)

The process for using the translation services and over-the-phone interpretation service are included in our Staff Handbook and reviewed at Staff Conference in September.

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

P.S. 142 is committed to the assessment and identification of our students' parents' linguistic needs. We have planned to meet these needs, and fulfill Section VII of Chancellor's Regulations A-663 in the following ways: by making our school a welcoming atmosphere for parents who speak languages other than English through the use of multilingual signage and public address, by informing parents of their parental rights and responsibilities, including their right to translation and interpretation services, by

informing parents of upcoming citywide educational events, by providing translation services at all workshops and meetings, and by offering information to parents about students' health, safety and conduct in their native language.

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)

Our annual parent survey is one formal way we gather feedback from parents on the quality and availability of services. However, we also gather this information informally on an on-going basis. As all of our staff members interact with parents, they gather this information from parents and share it with school leadership so that we can make decisions that best meet the needs of our families.