

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**25Q242**

**School Name:**

**P.S. 242 LEONARD P. STAVISKY EARLY CHILDHOOD SCHOOL**

**Principal:**

**PATRICIA COSTA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Leonard P. Stavisky Early Childhood School School Number (DBN): 242  
Grades Served: PK, K, 1, 2, 3  
School Address: 29-66 137<sup>TH</sup> Street Flushing, N.Y. 11354  
Phone Number: 718-445-2902 Fax: \_\_\_\_\_  
School Contact Person: Patricia Costa Email Address: PCosta@schools.nyc.gov  
Principal: Patricia Costa  
UFT Chapter Leader: Vanessa Romano  
Parents' Association President: Hesty Shiu  
SLT Chairperson: Roseanne DiPiano  
Title I Parent Representative (or Parent Advisory Council Chairperson): Jennifer Samios  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 25 Superintendent: Danielle DiMango  
Superintendent's Office Address: 30-48 Linden Place  
Flushing, NY 11354  
Superintendent's Email Address: DDiMang@schools.nyc.gov  
Phone Number: 718 281 7605 Fax: 718 939 7751

**Borough Field Support Center (BFSC)**

BFSC: Queens Plaza North Director: Lawrence Pendergast

28-11 Queens Plaza North

Queens, NY 11101

Director's Office Address:

\_\_\_\_\_  
lpender@schools.nyc.gov

Director's Email Address:

(917 ) 225-2020

(917) 225-2020

Phone Number:

Fax:

## 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)
Patricia Costa	*Principal or Designee	
Roseanne DiPiano	*UFT Chapter Leader or Designee	
Hesty Shiu	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jennifer Samios	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	
Elizabeth Piaser	Member/Teacher	
Diana Rubin	Member/Teacher	
Barbara Riess	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rachel Baltodano	Member/ Parent	
Annie Lai	Member/Parent	
Cynthia Swangin	Member/ Parent	
Jenna Pontecorvo	Member/Teacher	
Kevin Zhang	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.

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

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

**P.S. 242 is a unique and inviting early childhood school where diversity is celebrated and students excel. Our Mission is to provide a nurturing environment in which every child can succeed and develop a positive self-image. All staff, parents, and students work together through a balanced literacy program and standards based instruction to maximize student learning. Our vision is that parents, teachers, administrators, staff, and community members will use their skills and resources to cultivate a community of lifelong learners. Our teachers participate in cross grade curriculum teams to foster coherent standards-based instruction throughout the school. Grade teams are provided the resources they need to collaborate often, such as three common preps a week, access to technology in all classrooms, and new and updated materials. All of our teachers are continually learning and collaborating to provide the richest educational experience for all students. All are highly qualified, licensed, and certified. They each have more than five years of teaching experience, and hold a Masters Degree or higher. Our engaging arts and writing curriculum support student creativity and personal expression. Some of the special initiatives we would like to highlight is our collaboration with Young Audiences of New York and Studio in a School to provide a rich arts curriculum where music, dance, and visual artists work with students and teachers in ongoing classroom based residency programs. Monthly performances add richness and diversity to the curriculum. Our many years collaborating with Columbia University's Teachers College Reading and Writing Project has created a strong reading and writing curriculum supported by expert on and off-site professional development for all teachers.**

**Our hard working staff is dedicated to providing a safe, nurturing, and intellectually stimulating environment. The goal is for every child, including English Language Learners and students with special needs, to achieve high academic standards, while also developing a positive self image and becoming good citizens. Administration and teachers work together, and with parents, to implement highly effective, standards-based, balanced literacy, math, science, social studies, arts, and physical education instructional programs that maximize student engagement and learning. Our shared vision is to continuously grow together as a vibrant community of learners focused on student achievement. Our mission is to ensure that every child and adult in our community has the opportunity and the resources to do their best and to achieve high levels of personal and professional success.**

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

An area of the Framework for Great Schools that our school has made the most progress in is Rigorous Instruction. According to the 2014-2015 Quality Review Report, our school received a "well developed" in indicator 1.1; this was also our area for celebration. Indicator 1.1 is about "ensuring engaging, rigorous, and coherent instruction for all learners and aligned to the Common Core Standards and/or content standards." Our school is very proud to have this as our area of celebration, because we worked very hard to implement this type of rigorous instruction consistently throughout the school. Teachers worked together in their grade level teams to align all instruction to the Common Core Learning Standards. They also used their ongoing assessments to ensure their students were in groups according to their needs in each subject area.

An area we need to improve in, based on feedback from our 2014-2015 Quality Review Report, is Collaborative Teaching centered around school-wide data, specifically involving math. A cross-grade math curriculum team will meet monthly to develop a coherent assessment-based school-wide system for monitoring math data that is based on the Common Core Standard Strands. The math team members will work in their cross grade team, as well as grade level team, to create cohesive benchmark assessments that will track math progress throughout the grades and school. Another area of focus from the Framework involving Collaborative Teachers is working in Professional Learning Teams. Our school has a Professional Learning Committee in charge of planning professional learning cycles for our teachers. Teachers will be participating in professional learning teams to engage in a cycle of collaborative inquiry. Protocols will be taught and used at each session. The focus for each team will be to create a problem of practice that is grounded in data.

## 25Q242 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03	Total Enrollment	402	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	61.9%	% Attendance Rate		95.6%
% Free Lunch	62.6%	% Reduced Lunch		12.7%
% Limited English Proficient	33.5%	% Students with Disabilities		12.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		4.4%
% Hispanic or Latino	14.2%	% Asian or Native Hawaiian/Pacific Islander		74.3%
% White	4.2%	% Multi-Racial		2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
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)	N/A	Average Teacher Absences (2013-14)		7.32
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		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	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		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	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			
<b>Accountability Status – High Schools</b>				
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.

In the 2014-2015 Quality Review Report, our school scored a "well developed" in indicator 1.1, which is "providing engaging, rigorous, and coherent instruction to all learners that is aligned to the Common Core Learning Standards." Since this was our area of celebration in the report, we want to make sure that we continue to improve. Based on the 2014-2015 New York State Test Scores, our students performed far better in math than ELA. For this reason we decided to choose a goal involving literacy.

Comparing the 2014-2015 New York State English Language Arts exam results and the Independent Reading Level Benchmarks for grade three, 40% of students scored lower on the ELA than their independent reading level benchmark would have predicted. For example a student who was reading at an independent reading level benchmark of 3 should have gotten a level 3 or better on the ELA, and 40% of the students did not maintain this level on the ELA exam.

Analysis of this data, as well as of our on-demand writing tasks and running record data for grades K through 3, suggests that many of our students continue to have trouble using vocabulary, inference, and context clues to make meaning and in accessing complex language structures.

### 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.

In order to improve vocabulary acquisition and comprehension, we will embed the use of juicy sentences and shades of meaning strategies into daily language instruction so that by June 2016 80% of students will meet or exceed grade level benchmarks as measured by the Teachers College Reading Writing Project (TCRWP) running record assessments.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>ELA and ESL teachers will continue to collaborate in teams to study, plan, refine, and implement sequenced lessons and daily learning opportunities to engage students in more effective language development practices, including “fancy words”, “shades of meaning”, “juicy sentences” and using context clues to develop vocabulary and comprehension.</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, AIS providers, and ESL team</p>
<p>ELA and ESL teachers will engage in professional development provided by coaches, TCRWP staff developer, and OEL to build capacity and develop resources and strategies to support instruction, including lesson and unit plans, Total Physical Response (TPR) strategies, and instructional materials (i.e.: books, juicy sentences, fancy words, word walls with visual aids, charts, checklists, and assessments.)</p>	<p>All K-3 students</p>	<p>September 2015- June 2016</p>	<p>Administration, Coaches and Consultants</p>
<p>ELA and ESL teachers will participate in cross school professional development with Coaches and Consultants to further develop effective instructional strategies and systems to support language development .</p>	<p>All K-3 students</p>	<p>September 2015- June 2016</p>	<p>Administrators, coaches and Teachers</p>
<p>Parent Engagement: Monthly Parent as Learning Partners classroom demonstrations followed by parent workshops in all curricular areas conducted by cross grade curriculum-based teacher teams provide support to parents to help their children’s learning at home, and in understanding the more rigorous expectations of the new CCSS.</p> <p>Regularly scheduled parent meetings and workshops including PTA and SLT meetings, student and professional performances, class trips, and reading and writing celebrations and publishing parties, where curriculum and instruction information is shared and explained.</p>	<p>All K-3 students</p>	<p>September 2015- June 2016A</p>	<p>Administrators, coaches and Teachers</p>

<p>Open School weeks, parent-teacher conferences, and an Open Door Open School Policy encourage parents to be part of the classroom and school experience.</p> <p>Access to materials and resources including offsite parent workshops at Teachers College Reading and Writing Project.</p> <p>Online resources on our school website, DOE, ARIS Parent Link, and TCRWP websites are available to parents for in-school and/or at-home use to support their child's learning and to monitor student progress.</p> <p>Monthly class and/or grade specific newsletters posted on our website and backpacked provide information on Units of Study, assignments and performance tasks, and explain what students are learning.</p> <p>Trust: Transparency across all of the work that we do parents and students in grades K- to monitor student progress</p>			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Classroom and ESL Teachers, paraprofessionals, student teachers, and administration; instructional materials including rich fiction and nonfiction content area books aligned to the students reading levels and the units of study, online video and other resources, charts, sentence strips, markers, pocket charts, etc.; per diem funding for substitute teachers, as well as weekly schedule adjustments to accommodate teacher study and classroom and school inter-visitation.											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, frequent, formative classroom observations and review of curriculum maps and lesson plans will document that all teachers are implementing two or more of the above named strategies at least twice per week.
By February, teacher created checklists will document that students are using the vocabulary and language structures taught in their speaking and writing.
TCRWP reading and writing levels will be monitored bi-monthly to document student progress.
<b>Part 5b.</b> 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.

An analysis of our school programs and schedules, as compared to the Academic Policy guidelines, and Developmentally Appropriate Practice for Early Childhood, reveals a need to provide increased opportunities for all of our students to engage in the Arts, Physical Education, and playful activities and lessons, to support the development of positive social emotional development and the strong social and communication skills that will ensure success as they move up the grades leading to college and career readiness.

In addition to this, the 2014-2015 Learning Environment Survey in the Supportive Environment section showed that less than half of the parents and teachers (48%), responded that “all students feel it is important to come to school every day.” Embedding more arts, and a multi-sensory approach in our classrooms and our schedules, is likely to promote student engagement and motivation, resulting in a more positive response to that question from both parents and teachers.

### 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.

In order to increase the amount of students that feel safe, supported, challenged, and motivated to come to school, teachers will increase the amount of instructional time students spend engaged in arts activities, movement, and social activities. This will result in an increase of at least 75% of parents and teachers responding positively to the question that "all students feel it is important to come to school every day" in the Supportive Environment section of the Learning Environment Survey.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teachers, Paraprofessionals and School Aides will engage in professional development focused on Developmentally Appropriate Practice and Social Emotional Development	Teachers, Paraprofessionals and School Aides	September 2015-June 2016	All staff
Schedules will be created that ensure adequate time for students to engage in recess and center time and support staff will receive training and support to create positive social environments.	Teachers, Paraprofessionals and School Aides	September 2015-June 2016	All staff
Teachers, Paraprofessionals and School Aides will receive training in positive behavior supports provided by our Guidance Counselor and a school wide initiative will be implemented.	Teachers, Paraprofessionals and School Aides	September 2015-June 2016	All staff
Teachers, Paraprofessionals and School Aides will engage in professional development on Move to Improve and Adventure to Fitness to incorporate movement and music into daily instruction.	Teachers, Paraprofessionals and School Aides	September 2015-June 2016	All staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
There will be professional development for teachers, paras, and school aides in Move to Improve. We will partner with Young Audiences and Studio in a School to provide arts enrichment for the students and to support the teachers in teaching arts in their classrooms. We have hired a part-time instructional coach to assist teachers in creating schedules that will ensure rigorous instruction in all areas, including the arts.											
<b>Part 4b.</b> 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	X	Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

In December 2015, teachers and parents will take a survey created in "survey monkey" with questions based around "Supportive Environment", and the first question will be about if they believe "all students feel it is important to come to school everyday." At staff meetings and parent meetings, suggestions will be raised about how to improve student motivation. This will give time to monitor progress before the 2015-2016 Learning Environment Survey is released.

**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.

Based on the 2014-2015 Quality Review Report, our school received a score of proficient in indicator 2.2, which is involving assessment. While we were complimented for our pre and post assessments, an area for improvement identified through our 2014-2015 Quality Review that could fall under Collaborative Teaching is keeping a record of school-wide math data. A cross-grade math curriculum team will meet monthly to develop a coherent assessment-based school-wide system for monitoring math data that is based on the Common Core Standard Strands. The math team members will work in their cross grade team, as well as grade level team, to create cohesive benchmark assessments that will track math progress throughout the grades and school.

### 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 of 2016 all teachers of grades K-3 will have given their students a mid-year and end of the year Common Core Standards based math assessment, resulting in there being school-wide math data for 100% of the students in grades K-3 as evidenced by each child having a math level of 1-4.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Cross Grade Curriculum Teams and Grade Level Teacher Teams will engage in weekly planning practices to improve cohesiveness amongst grade level teams by online sharing of unit and lesson planning utilizing "Google.docs" to consistently update and share instructional decisions and successes on their curriculum maps</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>All teachers, paraprofessionals, Administration</p>
<p>Core Team teacher leaders will support staff in using Google docs as a consistent practice to improve curriculum planning and cohesive instruction and increase differentiation of lessons.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>All teachers, paraprofessionals, Administration</p>
<p>Core Team teacher leaders will support staff in analyzing student work, developing differentiated instructional strategies based on what they learn, and engaging in inquiry to determine efficacy of the strategies and develop next steps. Results will be shared on Google Docs.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>All teachers, paraprofessionals, Administration</p>
<p>Core Team teacher leaders will engage staff in aligning Unit and lesson planning with the Danielson Framework and Quality Review criteria.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>All teachers, paraprofessionals, Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Teachers, paraprofessionals, student teachers, and administration; TCRWP staff development; Network Support Lead Teacher support; Technological support including laptops, Smart Boards, I Pads for teacher use and support using applications including Google Docs and Confer App, etc. ; CUNY Technology intern; online video and other resources; per diem funding for substitute teachers, as well as weekly schedule adjustments to accommodate teacher on and off-site study and classroom and school inter-visitation</p>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
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By February 2016, all grades K-3 will have submitted mid-year math levels, and will be able to provide a copy of the mid year assessment they plan to give. By June 2016 all teachers on each grade will have submitted a mid and end of the year math assessment scores giving the students a math level of 1-4.

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

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

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

### **Part 1 – Needs Assessment**

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

Analysis of student performance in ELA and Math as compared to the more rigorous Common Core State Standards for ELA and Math reveal a need to develop more effective and differentiated teaching strategies, especially questioning and discussion techniques, to engage all students, including students with disabilities and English language learners, in rigorous critical thinking and problem solving lessons and activities that support them in making inferences using text evidence to explain their thinking when speaking, reading, writing and solving problems.

In our 2014-2015 Quality Review Report, our school scored a well developed in indicators 1.1 and 1.2, involving engaging curriculum and teacher pedagogy. In order to keep these indicators areas of celebration, we need additional staff development in Questioning and Discussion Techniques.

Based on teacher MOTP ratings for 2014-2015, Questioning and Discussion Techniques (3b) was a category that (as an average) our teachers scored the lowest in. All Teachers engaged in self-assessment using Danielson’s Framework for Teaching and the majority identified Questioning and Discussion Technique (3b) as an area for growth they would focus on developing during the 2015-2016.

### **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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all teachers will demonstrate progress toward the development of a shared understanding of instructional excellence, and improved effectiveness, specifically related to Questioning and Discussion Technique (3b) as assessed based on Level of Performance rubrics of Domain 3: Instruction, of Danielson’s Framework for Teaching resulting in 65% of teachers achieving effective or higher in 3B as measured in Advance and at least 75% students meeting grade level standards for ELA and Math as measured by State Assessments and NYC Performance Assessments

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will engage in professional development using Danielson’s Framework for Teaching with a focus on Domain 3: Instruction and especially 3b: Questioning and Discussion Techniques. Teachers will attend TCRWP calendar days and participate in on-site professional development by TCRWP staff developers that focuses on questioning and discussion techniques that support student discourse and comprehension.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, , Administration, staff developers</p>
<p>All teachers will develop, plan and incorporate Depth of Knowledge questioning and discussion techniques into all subject areas.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, , Administration, staff developers</p>
<p>Teachers will self-assess and peer-assess their practice and monitor progress using the Level of Performance Rubrics for Domain 3b as a lens.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, , Administration, staff developers</p>
<p>A Learning Plan will be collaboratively developed, implemented, and supported through school based and off-site professional development including TCRWP and Network Instructional Support Specialists, classroom and school inter visitation, collaborative inquiry, and frequent formative observation and feedback by administration</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, , Administration, staff developers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Teachers, paraprofessionals, student teachers, and administration; TCRWP staff development; Lead Teacher support; instructional materials including rich fiction and nonfiction content area books aligned to the students reading levels and the units of study, online video and other resources, charts, sentence strips, markers, pocket charts, etc.; per diem funding for substitute teachers, as well as weekly schedule adjustments to accommodate teacher on and off-site study and classroom and school inter-visitiation.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

By mid-February 2016 50% of teachers will achieve a rating of effective or higher in 3B as measured in Advance and at least 60% students will be meeting grade level standards for ELA as measured by Running Records and Math as measured by end of unit assessments.

**Part 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.

Our school spends a lot of time and resources on our "Parents as Learning Partners" program, which invites parents into their child's classrooms one Friday a month for classroom learning, followed by a Parent Workshop. This was noted in our 2014-2015 Quality Review Report in indicator 3.4, and we were complimented for this practice, as well as for continuously trying to improve communication with parents in their native language. .

Our school community is rich in cultural diversity with Chinese, Korean, or Spanish the dominant language for the majority of families. Many of our families are recent immigrants and a full 45 percent of our students are identified as English Language Learners. To support student progress and well-being, we need to ensure that parents learn about curriculum and instructional practices and expectations in the language they understand and that they receive support to help their children learn and make progress in all curriculum areas. It is equally important that all parents know that their culture and language are valued, shared and represented in our school community.

Since we dedicate so much time and resources into these programs, we would like to see a bigger turnout at these parent classroom visits and workshops to help build in the area of Strong Family and Community Ties.

### 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.

In order to collaborate with families as full partners in the learning and development of their children we will provide monthly, appropriate information to families about the instructional programs and relevant topics in a culturally appropriate manner and in the family’s native language so that by June 2016 there will be an increase of 30% in the number of parents in attendance at Monthly Parents As Learning Partners meetings, school wide performances, Family Literacy, Math, Arts and Science Nights, and grade level and classroom art, reading and writing celebrations, and a 10% increase in the number of times parents report being invited to school on the NYC School Survey.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Cross Grade Curriculum Teams of Teachers for Reading, Writing, Math, and the Arts/PE will plan and implement monthly Parents as Learning Partners mornings. Each month will focus on a different curriculum area. Parents will be invited to their child’s classroom where they will observe and participate in a hands-on classroom lesson. This classroom visit will be followed by an informative and hands on parent workshop created and conducted by Cross Grade Curriculum Team for that area. Bilingual staff members will be rotated through classrooms during the visits to support parent understanding and answer questions.</p>	<p>Families</p>	<p>September 2015 – June 2016</p>	<p>All teachers, paraprofessionals, office staff, Guidance, Administration, Parent Coordinator</p>
<p>Our simultaneous translation system, and staff interpreters, will ensure that all parents will hear Parent Workshop presentations, and other parent meetings, in their own language for Chinese, Korean, Spanish, and Hindi. In addition, the power point slides and handouts will be translated into Chinese, Korean and Spanish. These materials in all languages will be made available to all parents, even if they did not attend, and posted on our website.</p>	<p>Families</p>	<p>September 2015 – June 2016</p>	<p>All teachers, paraprofessionals, office staff, Guidance, Administration, Parent Coordinator</p>
<p>Monthly Grade Level Parent Newsletters describing the curriculum and instructional events and expectations will be sent home to all parents and posted online in all the languages. All events, invitations, and reminders are sent to all our parents in their language of choice via School Messenger on email, text, and phone as well as paper sent in the child’s folder.</p>	<p>Families</p>	<p>September 2015 – June 2016</p>	<p>All teachers, paraprofessionals, office staff, Guidance, Administration, Parent Coordinator</p>
<p>Musical and Dance performances by arts providers and cultural organizations celebrating the variety of cultures in our school will be presented to students, and to parents by invitation, across the year. We will host our annual multicultural night in May where families share food, dress, music, dance, and customs representative of their culture.</p>	<p>Families</p>	<p>September 2015 – June 2016</p>	<p>All teachers, paraprofessionals, office staff, Guidance, Administration, Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Interpretation and translation services, instructional and presentation supplies, Teachers, paraprofessionals, student teachers, and administration; per-diem funding for substitute teachers, as well as weekly schedule adjustments to accommodate teachers preparing and presenting workshops.											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
To monitor progress, at each parent meeting and workshop, sign-ins will be collected from each class. As a mid-point benchmark, we will look at parent attendance levels in February 2016, and expect to see that the parent attendance at school-wide events show an increase of 15% as evidenced by parent sign in sheets. At this mid-point benchmark, we will reach out to parents who have not attended any events during the first half of the year, and find out ways that would allow them to come, such as making arrangements to repeat workshops during times parents who have not attended will be available. By making these adjustments, we will expect to see our goal of a 30% increase by June 2016. We will reach out in person during parent teacher conferences to make sure parents have been receiving the notices in their home languages inviting them to attend all events at the school, working towards seeing the 10% increase in parents reporting being invited to the school on the School Survey.
<b>Part 5b.</b> 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>Teacher recommendations</p> <p>Screening Tool (TCRWP RR and word lists,)</p> <p>Writing Assessments</p>	<p>RTI Model of Intervention according to School's Action Plan, based on Universal Screening and benchmark level (TC assessments)</p> <p>Tier 1- Core Instruction, differentiated instruction to meet the needs of at least 80% of the children in the class</p> <p>Tier 2-Children that have received a 2 or 1 on overall literacy assessments.- Fountas And Pinnell (LLI), and related reading materials, Foundations</p> <p>Tier 3- Individualized and customized intervention provided to students in a smaller group (1:1 or 1:2) with greater frequency and duration. - Fountas and Pinnell (LLI) and related reading materials, Foundations, Reading Recovery</p>	<p><b>Tier 1</b></p> <p>Guided Reading, strategy groups, partner and peer group work, one on one</p> <p><b>Tier 2</b></p> <p>small group-3-5 max</p> <p><b>Tier 3</b></p> <p>One on one, small group, 2 students max</p>	<p><b>Tier 1</b></p> <p>In classroom, during Literacy Block, by teacher and AIS provider.</p> <p><b>Duration: all year</b></p> <p><b>After 6 weeks, students will be identified for Tier 2.</b></p> <p><b>Tier 2</b></p> <p>3-5x a week, 20-30 minutes, mostly out of classroom and during tutorial</p> <p><b>Duration: 9-12 weeks or less</b></p> <p><b>Tier 3</b></p> <p>5x a week, 30 minutes</p> <p><b>Duration: 12-20 weeks</b></p>

		Those students not making significant progress at Tier 3 are referred for Special Ed services		
<b>Mathematics</b>	Interventions, Math Unit Assessments	Use of manipulatives guided practice repeated directions	Flexible grouping, small group strategy instruction, 1 on 1, peer instruction	Within Math Block during the day, tutorial
<b>Science</b>	Science Unit Assessments  Science Journal	Vocabulary cards small group reading  reinforcement of content	Flexible grouping, small group strategy instruction, 1 on 1, peer instruction	Within science period during the day, tutorial
<b>Social Studies</b>	Social Studies Unit Assessments	Vocabulary cards small group reading  reinforcement of content	Flexible grouping, small group strategy instruction, 1 on 1, peer instruction	Within social studies period during the day, tutorial
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Recommendations through the RTI Process, PPT Process, or Crisis Intervention Team	Behavior strategies  Conflict resolution strategies and procedures	Small group or individual Sessions to address behavior issues and practice strategies. Classroom lessons to address whole class issues.	During the school day or tutorial

## Section 7: Title I Program Information

### Directions:

- 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.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All our teachers are highly qualified. We recruit and retain highly qualified teachers by providing a supportive and stimulating work environment including extensive professional development, opportunities for collaboration, and leadership development. Many of our teachers serve as cooperating teachers for student teachers from Queens College, NYU, Teachers College, and Saint John's University, as well as student observers from LaGuardia and Queens Borough Community Colleges. Opportunities for advancement in the field are offered and supported through the Teacher Leadership program, Administrative Internships, and Lead teacher positions.

#### 2b. High Quality and Ongoing Professional Development

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

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

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	137,316.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	16,420.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,518,303.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

- 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.

<sup>2</sup>The **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) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 242, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and

Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 242 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

P.S. 242, 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 1<sup>st</sup> 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>Leonard P. Stavisky EC School</u>	DBN: <u>25Q242</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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>110</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 type="checkbox"/> 4 <input 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>8</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>4</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: Based on our NYSESLAT data, most of our ELL students show a greater need and listening and speaking skills. Our Title III After school program will start on November 20, 2014 to March 26, 2015, providing small group and individualized instruction in English for of our English Language Learners one day per week (Thursdays) from 2:20 until 3:50 for our Kindergarten (three classes), grade one (two classes). Due to the low numbers of ELL students in grades 2 and 3, a combined grade two and three class will be created and taught by an ESL/bilingual certified teacher. Our program focuses on oral language development and reading and writing in the content areas using the Rigby On Our Way to English program, the Mondo Oral Language program Let's Talk About It, Continental Press New York ELLs, and developmentally appropriate songs, chants and enrichment materials. Each teacher works with ten to fifteen students utilizing the workshop model in grade level and proficiency based groups. Two ESL teachers will rotate at 45 minute intervals to provide push in instruction in K and 1 classrooms to team teach with non ESL/Bilingual certified teachers. Two ESL/bilingual teachers will serve their own students in grades K and the combined grades 2 and 3 class. Student progress is measured using Teachers College Reading and Writing Project assessments, teacher created oral language rubrics, and NYSESLAT scores. Title III After-school teachers confer with classroom teachers to gather data and information in order to design and provide individualized instruction that supports each student in being successful in the classroom setting.

### Part C: Professional Development

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

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

Begin description here: Title III teachers meet for half an hour weekly to engage in professional development via study groups to support best practices in teaching English as a Second Language beginning on November 20 and ending in the month of March 2015. The study group will look at student work and data from the NYSESLAT score reports 2013-14. In addition, our ELL network specialist works with all our ESL Title III and classroom teachers to provide classroom demonstrations and professional development based on our teachers' and students' needs. Our Title III teachers also participate in ongoing off site professional development focusing on scaffolds for ELLs, small group instruction, and building academic vocabulary. All teachers also participate in up to 15 days of Teachers College Reading and Writing Project onsite lab site professional development and two or more full day workshops at Teachers College focused on instruction for ELLs. Professional books being studied include Balancing Reading and Language Learning by Mary Cappellini and Boosting English Acquisition in Choice Time, K-2 by Allison Porcelli and Cheryl Tyler.

### Part D: Parental Engagement Activities

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

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

Begin description here: .....Monthly "Parents as Learning Partners Fridays" invites parents into classrooms to participate in lessons across the curriculum for at least one period in the morning followed by a one hour parent workshop. Each month we focus on a particular curriculum area including Reading, Writing, Technology, Vocabulary Development, Science, Social Studies, and the Arts. Our cross grade curriculum team teachers (which include our ESL teachers) plan and present parent workshops, which include strategies to support English Language Learners. Translation is provided by bilingual staff members in all four major languages represented in our school at all parent events and in written communication and flyers.

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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



**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 <b>25</b>	Borough <b>Queens</b>	School Number <b>242</b>
School Name <b>The Leonard P. Stavisky Early Childhood</b>		

### 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 <b>Patricia Costa</b>	Assistant Principal <b>Maggie Klocek</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Denise Foster</b>	School Counselor <b>Jill Dyzel</b>
Teacher/Subject Area <b>Woo Kwon / ENL</b>	Parent <b>Hesty Shiu / PTA President</b>
Teacher/Subject Area <b>Joanna Panagiotopoulos / ENL</b>	Parent Coordinator <b>Marguerite Choudhry</b>
Related-Service Provider <b>Jacklyn Yang/ENL</b>	Borough Field Support Center Staff Member
Superintendent <b>Danielle Dimango</b>	Other (Name and Title)

### 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	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>375</b>	Total number of ELLs	<b>106</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input 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"/>

### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	106	<b>Newcomers</b> (ELLs receiving service 0-3 years)	106	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	106	0	12							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	1	6	3											0
Chinese	31	28	9	2										0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	7	3	1											0
Punjabi		1												0
Polish														0
Albanian														0
Other	1	3												0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	11	5	0	2										0
<b>Emerging</b> (Low Intermediate)	3	9	2	0										0
<b>Transitioning</b> (High Intermediate)	12	14	0	0										0
<b>Expanding</b> (Advanced)	15	26	14	1										0
<b>Commanding</b> (Proficient)		6	30	16										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				19										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	6	28	17	4										0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	4	4		0
4					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	2		4		4		2		0
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									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.  
 The assessment tools that are utilized to assess the early literacy skills of our ELLs are primarily the TCRWP and Fountas and Pinnell assessments. These assessments are administered periodically throughout the year. The data collected in September is used as a baseline assessment. This is what initially informs instruction. The students are assessed on concepts of print (K), letter ID (K), reading level (late K and 1st-3rd grade), sight word recognition (1st-3rd grade), spelling stage (K-3rd grade), and narrative writing (K-3rd grade). Based on the results of these assessments, differentiated instruction can be established. By identifying students' areas of need, they can be placed into appropriate groups for explicit strategy instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

	Beginner (B)	Intermediate (I)	Advanced (A)	
2012-2013 - 54 students (All Ks)	28 (52%)	6 (11%)	20 (37%)	
2013-2014 - 58 students (Ks with 2 first graders, a 2nd grader & a 3rd grader)	24 (41.3%)	9 (15.7%)	25 (44%)	
2014-2015- 54 students (All Ks)	18 (33%)	24 (44%)	13 (23%)	
	Entering	Emerging	Transitioning	Expanding
2015-2016-40 students (All Ks with 2 first graders)	11 (27.5%)	3 (7.5%)	12 (30%)	15 (35%)

Our data patterns for the Fall of 2014 and Fall 2015 across proficiency levels on the NYSITELL reveal the following:  
 This year there was a decrease in the number of entitled students. Additionally, there was a decrease in the number of students scoring at the Expanding level from 2013 to 2014. There was a significant increase in the number of students scoring at the Intermediate level from 2013 to 2015.

## NYSESLAT Spring 2015

Entering (B) Grade K - 11

Entering (B) Grade 1 - 5

Entering (B) Grade 2 - 0

Entering (B) Grade 3 - 2

Combined total: 18 students scored the Beginner/Entering level

Emerging (I) Grade K -3

Emerging (I) Grade 1 - 8

Emerging (I) Grade 2 - 2

Emerging (I) Grade 3 - 0

Combined total: 13 students scored the Entering/Low Intermediate level

Transitioning(I) Grade K -12

Transitioning (I) Grade 1-7

Transitioning (I)Grade 2-0

Transitioning(I)Grade 3-0

Combined total: 19 students scored the Entering/High Intermediate level

Expanding (A) Grade K - 15

Expanding (A) Grade 1 - 26

Expanding (A) Grade 2 - 14

Expanding (A) Grade 3 - 1

Combined total: 56 students scored the Expanding/Advanced level

Commanding (P) Grade K- 0

Commanding (P) Grade 1- 6

Commanding (P) Grade 2- 30

Commanding (P) Grade 3- 16

Combined total: 52 students scored Commanding/Proficient

Our data patterns across proficiency levels and grades on the Spring 2015 NYSESLAT reveal the following:

35% of the ELL students who took the NYSESLAT in the Spring of 2015 scored commanding on the exam. 38% of the ELL students who took the NYSESLAT in the Spring of 2015 scored at the expanding/advanced level, 13% of the ELL students scored at the transitioning level and 8% of the ELL students scored at the emerging level. There were 2 ELLs students in grades 2 that scored at the beginner level. All the grade 2 and 3 ELL students scored either expanding or commanding. All the third grade ELL students scored either commanding or expanding on the NYSESLAT.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

After examining students' results in the four modalities (reading/writing, listening/speaking) of the Spring 2015 NYSESLAT, we noticed and discussed the following patterns across each grades:

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

Implications for Instruction: Listening

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

their Title III class.

#### Implications for Instruction: Speaking

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

#### Implications for Instruction: Reading:

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

#### Implications for Instruction: Writing:

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

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

4. For each program, answer the following:
  - a. What are the patterns across 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. The results of the Spring 2015 NYS ELA test for the third grade ELLs show the following:  
33.3% scored a Level 3 (Meets Proficiency Standard), 33.3% scored a Level 2 (Meets Basic Standard), and 33.3% scored a Level 1 (Below Standards). No ELL student in grade 3 scored a Level 4.

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

The results of the Spring 2015 NYS Math test show the following:

16.6% scored a Level 4, 30% scored a Level 3, 30% scored a Level 2, and 16.6% scored a Level 1.

Patterns of strengths and weaknesses: Approximately 50% of the ELL students who took this exam scored a Level 3 or above. One fourth of these students scored a Level 2. Out of the 2 ELL students who scored a Level 1, both were students with IEPs .

All ELL students took the state exams in English.

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

c. The current 4 ELLs in grade 3 will be taking the ELL periodic assessment on October 2015.

Based on last year's third grade ELL students' results on the ELL periodic assessment we learned the following: most of the 12 ELLs who took the assessment maintained their predicted NYSESLAT levels from the fall to the spring. Three ELLs who were at the intermediate level maintained a predicted NYSESLAT level of advanced during both the fall and spring. These same students also did improved to the advanced level on the Spring 2015 NYSESLAT. One advanced ELL student made the progress of improving from the predicted NYSESLAT level from advanced to proficient on the ELL periodic assessment in the fall to the spring. This same student did score proficient on the Spring 2015 NYSESLAT. All other ELL students who maintained an advanced predicted NYSESLAT level on the ELL periodic assessment also scored at the advanced level on the Spring 2013 NYSESLAT. One ELL student who was at intermediate level maintained the same predicted NYSESLAT levels on the ELL periodic assessment in the fall and spring. On the Spring 2015 NYSESLAT he also scored intermediate. Based on the results, the school learned that the ELL periodic assessment is a close to accurate predictive assessment for the grade 3 ELLs on the Spring 2015 NYSESLAT.

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.](#)]

#### Tier 1

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

#### Tier 2

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

#### Tier 3

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

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

A student's new language development is considered in instructional decisions by the ESL teacher who takes into consideration what kind of home language background and proficiency level the child is coming from. For most newcomers and beginners, the teacher knows that the child will go through a silent period and therefore will expect the child to be very quiet or soft spoken for a time period. Also for newcomers, besides the silent period, they will go through a long period of adapting to the new culture they are now

in. Grammatical miscues and common errors the child is making also at times relates to their home language backgrounds. For example, Chinese speakers who are ELLs tend to omit the -s in plural nouns. In Chinese, the plural -s is non-existent as adjectives are used in front of the noun to show the amount of something. This language feature also applies to Korean speakers. For the third major language population in our school, the ESL teachers are also aware that it is common for Spanish speakers to omit the subject in a sentence as Spanish doesn't necessarily require the subject in a sentence to be grammatically correct.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

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

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

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

## Part IV: ELL Identification Process

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

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

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

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

The following assessments are used to identify SIFE depending on the grade level: concepts of print (K), letter ID (K), reading level (late K and 1st-3rd grade), sight word recognition (1st-3rd grade), spelling stage (K-3rd grade), and narrative writing (K-3rd grade). In addition, teachers will also utilize student work for further assessment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For newly enrolled students with IEPs, our Language Proficiency Team (LPT) will determine their NYSITELL eligibility. The team will use evidence of the student's English language development and his or her history of language use in school, home, and community. The result of the individual evaluation of the student will decide whether or not the student's disability is the determinant factor affecting his or her English proficiency. Our Language Proficiency Team (LPT) is comprised of up of the following members: the principal, the special education service provider, the school psychologist, the guidance counselor, the ENL teacher, qualified translator (bilingual staff member), the student's parent or guardian. As per the team recommendation, the NYSITELL will be administered if necessary. If the LPT determines that they student may have language acquisition needs, the student must take the NYSITELL. If student scores below cut score, they are an ELL and receive services. It may be requested for re-identification within 45 days.

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.

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

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).

In the entitlement letters, parents are informed 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.

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

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

- HLIS forms are collected and reviewed (after the registration process of new admits is completed).
- Based on the HLIS and informal oral interviews in English and in the native language, the NYSITELL is administered
- Based on the results of the NYSITELL, Entitlement Letters are distributed.
- Parents are contacted in both English and their native language to attend a parent orientation session.
- After reviewing the parent brochure (Guide for Parents of ELL Learners), viewing the "Orientation Video for Parents of

Newly

Enrolled English Language Learners," and attending the orientation sessions, parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision.

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

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

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

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

- HLIS forms are collected and reviewed (after the registration process of new admits is completed)
- Based on the HLIS and informal oral interviews in English and in the native language with parents who requested it, the LAB-R is administered.
- Based on the results of the NYSITELL, Entitlement Letters are distributed.
- Parents are contacted in both English and their native language to attend a parent orientation session. Two sessions are offered all within the first ten days of students' enrollment.
- After reviewing the parent brochure (Guide for Parents of ELL Learners), viewing the "Orientation Video for Parents of Newly

Enrolled English Language Learners," and attending the orientation sessions that are offered, parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision.

At this time, we do not have a bilingual program. The default program is Transitional Bilingual Education. A parents' failure to submit a selection form, will count toward our school number for TBE. We use a running checklist to keep track of the parents that returned forms and those who have not. We reach out to parents to fill out and return the surveys, or if need be, make parent meetings to explain the process and choices more in depth, ensuring understanding in order for parents to complete and return parent surveys and selection forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We have checklists to log which parents have returned parent survey and program selection forms. If a parent has not returned a form, during parent engagement hours, we will contact the parents and have them complete the forms to ensure compliance.
9. Describe how your school ensures that placement parent notification letters are distributed. After reviewing all returned Parent Survey Program Selection Forms, the ENL teachers: Denise Foster, Woo Kwon, Joanna Panagiotopoulos and Jacklyn Yang distribute placement parent notification letters in English and in the home language of each family. Placement parent notification letters are also sent home with individual students in a sealed envelope addressed to the parents. It is the same process of distribution as the above mentioned parent notification letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL team: Denise Foster, Woo Kwon, Joanna Panagiotopoulos and Jacklyn Yang maintain all records and have access to all ELL documentation. The original Home Language Identification Surveys, Parent Survey Program Selection Forms and a copy of students' entitlement letters, placement letters, continued entitlement letters, non-entitlement letters are kept on file in the students' cumulative folders and copies of the parent surveys and all letters sent home to ELL parents (entitlement, placement, continued entitlement, and non-entitlement letters) are kept on file in the ENL office.
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.

Translated letters to parents are distributed to inform them of dates NYSESLAT are administered and importance of this test. Logs are used to ensure all students were given all 4 components of the NYSESLAT. Make ups are given to students who were absent. Phone calls are also made to parents to ensure students come to school on the days that the NYSESLAT is administered. ATS reports such as the RLER, RELC and RLAT are used to determine all eligible ELLs to take the NYSESLAT.

Speaking:

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

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

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

Step 3: ENL teachers administer the Speaking subtest of the NYSESLAT.

\*All absentees are made up on an as needed basis for students

\*Newly enrolled ELLs during the NYSESLAT testing period are administered the NYSITELL by the ENL teachers prior to the administration of the NYSESLAT, if time allows per the testing window.

Listening/Reading/Writing:

Step 1: ENL teachers review the testing window for the Listening/Reading/Writing subtest of the NYSESLAT. ENL teachers check IEPs for testing ELLs –SWDs, to confirm any testing accommodations they may have. These students will be tested individually or in small

groups depending on their testing accommodating as indicated on their IEP.

Step 2: Each ENL teacher prepares a testing schedule for the students they are servicing for the Listening/Reading/Writing subtest of the NYSESLAT.

Step 3: ENL teachers: Denise Foster, Woo Kwon, Joanna Panagiotopoulos and Jacklyn Yang administer the Listening/Reading/Writing subtest of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL teachers: Denise Foster, Woo Kwon, Joanna Panagiotopoulos and Jacklyn Yang distribute translated continued entitlement letters and transitional support parent notification letters based upon NYSESLAT scores and RLAT ATS screen. We use a checklist to ensure that all students are given parent notification within 10 days.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is that parents continue to select the ENL program as their first choice. However, there has been an overall increase in the percentage of parents who indicated interest in the TBE or Dual Language in the 2014-2015 school year. There does seem to be an increase in parent selection for dual language.

For the 2014-2015 school year, 60% of the parents selected ENL, 12% of parents selected Transitional Bilingual Education and 28% of parents indicated Dual Language as their first choice.

For the 2015-2016 school year, 93% of the parents selected ENL, 0% of parents selected Transitional Bilingual Education and 7% of parents indicated Dual Language as their first choice.

Currently, the only program model offered at P.S. 242 is English as a Second Language. This program is aligned with the majority of parent requests. We analyze parent choices on a regular basis and when we reach 15 or more ELLs in two contiguous grades that have chosen TBE as their first parent choice, a program will be opened up. Currently, we have not implemented a TBE or Dual Language program for the current school year because we did not have the numbers to support implementation of either program. We will continue to monitor the number of parental requests for TBE and Dual Language. If a minimum of 15 parents request TBE or Dual Language program, then we will open one based on their requests.

## 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.

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

Students are grouped heterogeneously by need and grade in our push in and pull out ENL instructional program. When possible, the ENL push in is during the literacy block so comprehension is maximized. ELLs are receiving the New York State mandated ENL/ELA allotted instruction time based on student proficiency levels based on individual NYSITELL and NYSESLAT testing data. Entering and Emerging levels are receiving 360 minutes of ENL (180 minutes of Stand Alone ENL, 180 minutes Integrated ENL.) Transitioning level ELLs are receiving 180 minutes of ENL (90 minutes of Integrated ENL/ELA and 90 minutes of either Integrated ENL or Stand Alone). Expanding level ELLs receive 180 minutes of Integrated ENL/ELA or other

content areas. Commanding Level (proficient ELLs) are receiving 90 minutes of Integrated ENL/ELA or other content area per week, per Part 154. Planning arrangements between ENL and classroom teachers takes place during common preps and grade meetings.

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)?

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

ENL teachers collaboratively co-teach in a push-in model or pull-out small groups of students to work on targeted skills. All ELLs receive instruction in English as per the NYC Department of Education Language Allocation Policy Guidelines. As per CR Part 154 Regulations, Entering and Emerging levels are receiving 360 minutes of ENL (180 minutes of Stand Alone ENL, 180 minutes Integrated ENL.) Transitioning level ELLs are receiving 180 minutes of ENL (90 minutes of Integrated ENL/ELA and 90 minutes of either Integrated ENL or Stand Alone). Expanding level ELLs receive 180 minutes of Integrated ENL/ELA or other content areas. Commanding Level (proficient ELLs) are receiving 90 minutes of Integrated ENL/ELA or other content area per week, per Part 154. Planning arrangements between ENL and classroom teachers takes place during common preps and grade meetings.

ENL and ELA instruction include literature and content-based instruction which is aligned with The Common Core ELA and Language Standards. All classrooms in our push-in ENL program feature: print rich environments, students' current work which is aligned with The Common Core Standards, the use of word walls, leveled classroom libraries, well equipped centers with instructional resources that support English language literacy development, instructional technology, and etc.

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

During the read aloud component, the following strategies are used: reading slowly with appropriate tone and gestures, using visual aids/realia and giving visual directions using gestures. During independent reading, all ELLs read books at their independent level, and work on reading skills appropriate to their level. Role-playing, dramatization, shared reading and writing experiences, and hands-on activities further support the English development of our ELLs.

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

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.

In our ESL program model, standards-based content area lessons are taught using the following types of instructional scaffolding techniques: Modeling-giving students a clear example of what is expected of them. Bridging-activating students' prior knowledge. Contextualization- bringing complex ideas closer to students' personal experiences. Content area instruction is aligned with The Common Core Standards, and utilizes a hands-on approach to learning. In Science, the students take part in experimental learning. They manipulate many different materials to make abstract concepts more comprehensible. The teacher recycles the tier 3 vocabulary words to make sure the students commit it to memory. The students also have personal journals for each unit of study to record their findings and discoveries. Students have the opportunity to express themselves through words and/or illustrations in English or in their native language. Native language material such as bilingual dictionaries, bilingual online resources, and bilingual books are also available for student use. In Math, students use a variety of manipulatives (pattern blocks, counting bears,

geoboards, etc) and math games which serves to enrich their language development. In addition, with the new Investigations program, students take part in richer mathematical conversations which requires them to come up with multiple ways to solve problems, and explain their mathematical thinking. In Social Studies, the use of enlarged illustrations and photographs, big books, songs, vocabulary cards with illustrations, and explicitly tailored reading materials, support and enrich language development. All of our ELLs are held to the same standards and expectations as all students.

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

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

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

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

#### Writing Modality

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

#### Reading Modality

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

#### Listening Modality

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

#### Speaking Modality

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

6. How do you differentiate instruction for 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

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

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

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

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

Our plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT, calls for supporting language learning through the administration of authentic assessments based on multiple measures. Multiple measures include running records, writing rubrics and student work samples. When embedded in instruction, these measures will provide the classroom teachers with the appropriate information to plan purposeful instruction for these students. Classroom teachers will be encouraged to continue the use of scaffolding to support specific language needs (linguistic cues). In addition, teachers will be advised to monitor the language output of these students and promote independence through cooperative learning activities. Providing opportunities for these transitional students is crucial for advanced fluency.

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

Former ELLs will be provided with 90 minutes of Integrated ENL/ELA or other content areas. In addition, they are given testing accommodations (time extension, separate location, translated glossaries,...)

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 to 12 months from date of superintendent's notification to principal, the principal will review the Re-Identification process to make sure that the students' academic progress has not been adversely affected by the re-identification determination. The principal will analyze assessments, teacher created tests, classwork, portfolios, and feedback from the classroom teacher, the ENL teacher and other service providers. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student or may reverse the ELL status decision as per CR 154.

Teachers will use the assessments currently in use for all students to see if the student's academic progress has not been adversely affected by the re-identification such as concepts of print (K), letter ID (K), reading level (late K and 1st-3rd grade), sight word recognition (1st-3rd grade), spelling stage (K-3rd grade), and narrative writing (K-3rd grade).

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?

For ELL-SWD's, IEPs are consulted to ensure that adequate modifications and services are being received. Modifications and adaptations are made to maximize students' potential for success. Some textbook and curriculum adaptations include: providing alternative books with similar concepts on a less demanding reading level, providing high interest reading material,

Chart giving directions in small steps, checking progress and providing frequent feedback, supplying extra motivation during the first few minutes of every assignment, etc. All ELLs identified as having special needs will be instructed with ESL methodologies. In addition, the students' multiple modalities are taken into account when planning for instruction. ELLs with special needs receive Academic Intervention Services by an AIS teacher in areas of identified need. Such students are also eligible to attend our Title III after school program.

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?

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

**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.)	
Chart		.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 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

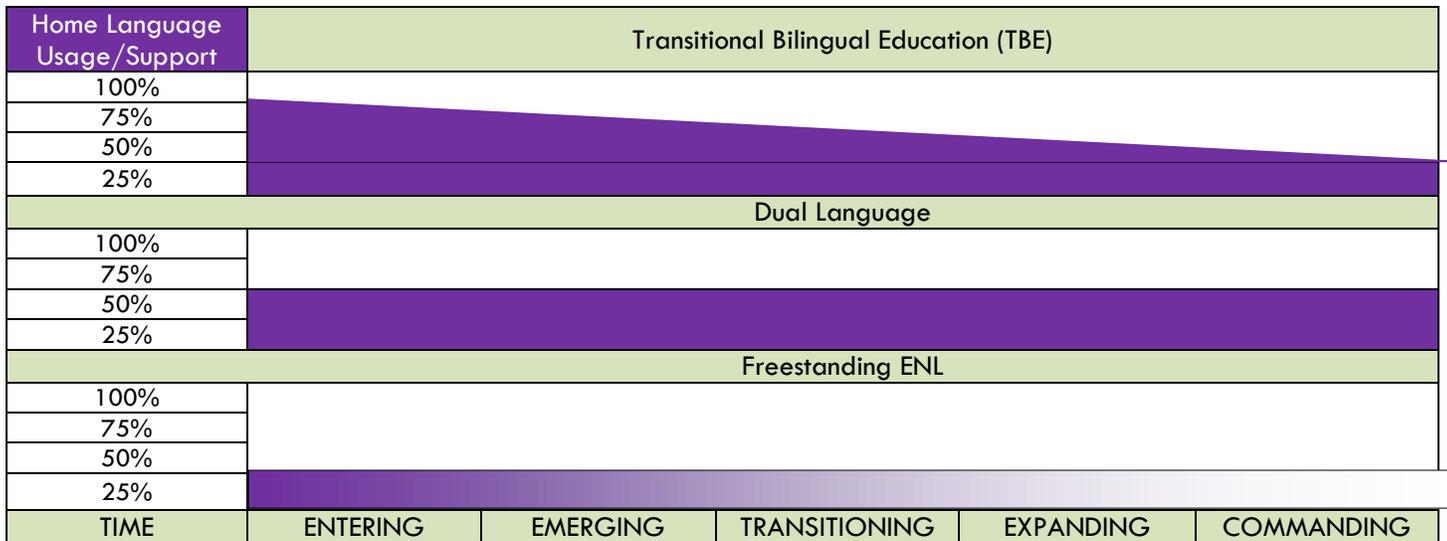


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for ELLs in ELA, Math and other content areas are available for all of the above-mentioned ELL subgroups. Our Literacy, Math and other content area curriculum teams complete developmental checklists and materials that are created for all ELLs in order to provide targeted intervention in all of our ELL subgroups. In Science and Social Studies, ESL and classroom teachers build academic vocabulary for ELLs through rich non-fiction texts, and the use of technology. Classroom teachers and ESL teachers, as well as other service providers, set clear goals and assess ELLs on an ongoing basis at all levels using multiple, fair and equitable measures. Assessment is conducted in English or in the native language as appropriate. This information is used to: determine students academic progress, assess their level of English proficiency, and refine services to ELLs when reporting intervention outcomes. To further support the ELL students in grade three, the school provides them with an after school program focusing on ELA and Math test taking strategies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Based on the results of last year's ELL inquiry team, our school is planning to infuse academic language development into the daily curriculum, across all grade levels. The Kindergarten ELL team utilized read alouds, specifically fairytales, along with charts and story centers to build academic language. First grade utilized read alouds in the content areas, story centers, charts and Smart Board activities to build academic language. Grades two and three utilized read alouds in the content areas and vocabulary cards to build academic language. Based on teacher-created assessments and checklists, student work, and teacher observations, all strategies proved to be successful, especially for the grade three ELLs from the past school year.
12. What new programs or improvements will be considered for the upcoming school year?  
New programs or improvements for the upcoming school year include: to explore the addition of a Chinese Dual Language program to our school - as some parents have expressed interest in this program. We will continue to supplement our ESL program with materials by Mondo, which focuses on expressive oral language; an area of great need for our youngest ELLs. We plan to purchase additional bilingual dictionaries in various languages to provide the students with more extensive Native Language support. We will continue to order Native Language and bilingual fiction and non-fiction literature for our classrooms and school library.
13. What programs/services for ELLs will be discontinued and why?  
There are no plans to discontinue any programs or services to ELLs at this time. On the contrary, we are always looking for new ways to expand and to acquire additional programs/services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All of our ELLs are afforded equal access to all school programs including residencies provided by Young Audience. This year all grade three classes are participating in Tae Kwon Do instructional classes. In addition, all ELLs are able to receive individualized or small group instructional during tutorial and extended day. Title III after school program and grade three test prep after school programs are offered to all ELL students. Other services available to ELLs (if necessary) are Speech, Occupational Therapy, Physical Therapy, Counseling, Applied Physical Education, hearing services, as well as the supplemental academic services such as AIS, Reading Recovery, resource room, and etc.
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.  
Each classroom has a very large, multicultural and diversified library of fiction and non-fiction books along with the most current books supported by the Teachers College Reading and Writing project. We currently use the Words Their Way centers-based, word study program, the FOSS Science program and the Houghton Mifflin Social Studies program. This year in Math, all classrooms are using the Investigations Math Program. Other supplemental ESL materials include Rigby's On Our Way to English program which focuses on all aspects of the balanced literacy approach, as well as the Mondo, Let's Talk About It Program which focuses on developing oral language skills.

In addition, every classroom in our school is equipped with a Smartboard and some classrooms have Smartboard accessories (slates, tables, clickers, etc) that promote interactive learning. In addition, teachers across all grades utilize overhead projectors and document viewers. New this year, our grade three students are learning through the use of the IPAD. Finally, each classroom is equipped with multiple desk top computers and laptops which make the following computer programs accessible to our ELLs:

- Kidspiration – (Gr. K-3)

Created for K-5 learners, Kidspiration,® develops thinking, literacy and numeracy skills using proven visual learning principles. In reading and writing, Kidspiration strengthens word recognition, vocabulary, comprehension and written expression.

- Kid Pix – (Gr. K-1) - is a bitmap drawing program aimed at children.

- 3d Froggy Phonics – (Gr.K) - 3D Froggy Phonics helps students learn the phonics skills they need to develop their early reading skills.

- Millie's Math House – (Gr. K-1) - students build a foundation of fundamental math concepts and thinking skills.

-Pixie Art Program – (Gr.K-3) - Pixie is educational software for elementary students combining a paint program with standards-based curriculum activities to build 21st century skills.

-Sammy’s Science House (Gr. K-1) - introduces and builds essential early science and thinking skills while engaging young students with five fun-filled activities

-Bailey’s Book House (Gr. K-1) - now through nine playful activities, students learn about letter names and sounds, rhyming words, adjectives, how text relates to visual symbols, positional words, letter recognition, sentence building and much more. These activities help build language concepts and thinking skills students need to communicate and make sense of the world around them.

-Thinkin’Things “Toony the Loon’s Lagoon” – (Gr. K-1) - build listening skills and auditory memory as you create tunes with Toony Loon on the wacky xylophones. Can you repeat the pattern Toony plays?

-Reader Rabbit – Learn to Read with Phonics (Gr. K-1) Preschool & Kindergarten. Two great Reader Rabbit programs teach preschoolers and kindergartners reading with phonics.

-Sticky bear – Kindergarten Activities – (Gr. K) - this dynamic program encourages children to discover the alphabet, numbers, shapes, and colors plus a wide range of preschool skills.

-Everyday Math Games – (Gr. K-3) - many of the Everyday Mathematics games come with variations that allow players to progress from easy to more challenging versions. Money, Multiplication, matching games, etc.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our ESL program, we have several students who have just arrived from China. An ESL teacher assesses the student’s reading and writing skills in Chinese in order to plan for effective literacy development. By ascertaining that the student is fluent and literate in his/her first language, the ESL teacher helps transfer literacy skills. The Korean ESL teacher provides the same type of support for our Korean speaking ELL students. Native language supports are strategically used to enrich comprehension and enable ELLs to succeed academically. In addition, each classroom library has a collection of bilingual literature in various languages. Bilingual dictionaries are also accessible to our ELLs who are literate in their first language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

The required services support our ELLs and the resources correspond to their ages and grade levels. Kindergarten students receive instruction in the development of expressive language, vocabulary, and phonics. They utilize center activities, songs, poems, chants and rhymes, in addition to shared reading/writing and interactive reading/writing. The Fountas and Pinnell program supports the Kindergarten ELLs who are identified with a need for improvement. Our first grade ELLs who require support services receive Reading Recovery. Both programs enable our ELLs to attend to, learn about, and effectively use information about letters, sounds, and words. AIS service providers push-in to classes to work with our second and third grade ELLs. Similar to our ESL teachers, all service providers collaborate with the classroom teacher to provide differentiated instruction for our ELLs.

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).

P.S. 242 provides a wide variety of activities to assist newly enrolled ELLs before the beginning of the school year. At Pre-K registration for incoming Ks, ESL teachers and key school personnel facilitate a smooth registration process. Translators are available to assist. Students are interviewed with their parents. ESL teachers make sure that the home language survey is completed accurately. In May, an Orientation is scheduled where parents of newly enrolled students are formally introduced to all key school personnel. Our newest students have the opportunity to visit Kindergarten classes. Thus, before school begins parents and students have had a warm and informative introduction to our school.

19. What language electives are offered to ELLs?

As we are an early childhood school that is K-3, this question does not apply.

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.)  
Staff development takes place during grade level conferences and faculty conferences. Throughout the school year, the ENL teachers attend professional development through OELL, the Borough and Field Support Center and Teacher's College. They turnkey the information to our classroom, cluster and special education teachers and all paraprofessionals who work with ELLs, sharing pertinent information on working with ELLs in all content areas and ensuring continuity across the ENL program and the classroom. ENL teachers also attend training in Common Core and ENL methodologies as well as continuously being updated regarding NYSESLAT and NYSITELL training and policies. The ENL teachers work closely with the school secretary and parent coordinator to review all important information and documents. ENL teachers will be attending professional development both in house and out of site through Teacher's College They will also be attending professional development on how to use Technology in the classroom with ELLs, RTI for ELLs, AMAO tools and scaffolding and differentiation.
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?  
The ENL teachers attend OELL workshops and other professional development opportunities offered by the Borough Field Support Center and Teacher's College addressing academic rigor and the Common Core Learning Standards and this information is presented to classroom and cluster teachers as well as paraprofessionals and other service providers. There are various workshops and Professional Development opportunities informing teachers how to facilitate student learning in hopes of meeting or exceeding Common Core Learning Standards when working with ELLs and Former ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Since P.S. 242 is an Early Childhood school, our students who graduate from third grade then move on to their zoned schools to continue with grades, 4 and 5. All of our students including ELLs transition from our school to their zoned school are given support from our guidance counselor to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise. At the end of the year, our third graders visit their prospective new school in order to familiarize them with their new surroundings and ease their transition and lessen their anxiety.
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.

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

Some of the workshops that have been attended are phonics instruction, word study fundamentals, vocabulary development, aligning instruction with the Common Core Learning Standards, incorporating technology into daily instruction, and math instruction that promotes critical thinking, logic, reasoning and mathematical explanations. Workshops of different topics are attended throughout the year.

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

Our previous network specialist had also provided our key faculty members with an educational session on the nature and contents of the Language Allocation Policy.

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

All teachers have had the minimum 7.5 hours of ELL training, as per Jose P. Training has occurred at both the school and regional level by ENL teachers, the Network ENL specialist, and in-house Teacher's College staff developers. Each year teachers attend 5-hour

Teacher's College calendar days focusing on language development for ELLs. Some of the calendar day topics for this school year are: Diverse Needs Diverse Learners, At Its Heart: RTI and Good Teaching of Diverse Learners Involves Assessment to Small Group Reading Instruction, Adapting Your Primary Reading Workshop to Provide Maximum Support for Your English Language Learners, Differentiating Test Preparation, and Supporting English Language Learners as They Tackle Higher Level Texts. The ESL Network Specialist works with teachers on topics such as Vocabulary Instruction using Tier 2 words and shades of meaning, juicy sentences and deconstructing texts. The Teacher's College staff developers work with teachers on all aspects of literacy: reading, writing, listening and speaking. The focus of these professional development meetings is language development, specifically oral rehearsal.

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

### 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?

Parents are offered many parent workshops throughout the year to inform them of upcoming assessments and student progress on NYSITELL, NYSESLAT and any Interim ENL assessments. We meet individually with parents of ELLs during parent engagement hours during the week. At least once a year, in addition to parent teacher conferences, initial orientation, or other meetings, we meet with parents individually to discuss the goals of the program and their child's progress. At these meetings, we provide parents with qualified interpreters and translators. We use bilingual staff as well as the DOE's Translation and Interpretation Unit. We discuss with parents their child's language development progress, their child's English language proficiency assessment results, and language development needs in all academic areas. Attendance for these meetings are recorded on parent engagement logs and checklists.

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.

The ENL teachers keep their own records and attendance for any meetings they have with parents and record them on parent engagement logs and checklists. Two of our ENL teachers are bilingual and can translate for parents who share their home language. Other bilingual staff members are used when necessary. We also use the DOE over the phone translation services are used extensively to facilitate communication between parents and teachers.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At P.S. 242, we have high parent involvement. We offer numerous opportunities for parent involvement in our school throughout the year for parents to participate in activities with their children both during the school day and during after school events. We have parent workshops, NYSESLAT Parent Orientation, school trips, an International Night event, shows, and other activities. We have staff members who speak second languages and are available to translate when necessary. Parents of ELLs are active participants in all of the P.S. 242 extra curricular parent activities.

Two of our ENL teachers are bilingual and can translate for parents who share their home language. Other bilingual staff members are used when necessary. We also use the DOE over the phone translation services are used extensively to facilitate communication between parents and teachers.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 242 does partner with other agencies and Community based Organizations such as the Public Library and the Fire Department, to provide workshops to all parents, including ELL parents.
5. How do you evaluate the needs of the parents?

We evaluate the needs of parents through our PTA meetings and through our ongoing communication with parents, teachers, and our parent coordinator. We also utilize the HLIS form and the Adult Language Preference form and blue emergency cards to provide home language support. Our parent coordinator addresses the needs of the parents on an individual basis. Our parent coordinator makes parents feel welcome and comfortable at all activities in the school. She is always making provisions for the non speaking parents to be able to contribute and be part of their child's education and school community. Bilingual translators are always on site to provide translation and interpretation and we make use of the DOE's Translation and Interpretation Unit.

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

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

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

are provided at these workshops and the use of the DOE Translation and Interpretation unit is also used when needed.

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

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

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

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

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

#### **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.

**School Name:** The Leonard P. Stavisky Early

**School DBN:** 25Q242

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)
Patricia Costa	Principal		10/28/15
Dr. Aurora Garcia Tunon	Assistant Principal		10/28/15
Marguerite Choudhry	Parent Coordinator		10/28/15
Joanna Panagiotopoulos	ENL/Bilingual Teacher		10/28/15
Hesty Shiu	Parent		10/28/15
Jacklyn Yanag	Teacher/Subject Area		10/28/15
Woo Kwon	Teacher/Subject Area		10/28/15
	Coach		
	Coach		
Jill Dyzel	School Counselor		10/28/15
Danielle Dimango	Superintendent		10/28/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 25Q242**      **School Name: Leonard P. Stavisky EC School**  
**Superintendent: Ms. 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.learnndoe.org/tiu/lac](http://www.learnndoe.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**

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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.

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.

**Part B: Creating a Communications Calendar**

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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.)

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.

### **Part C: Providing Language Assistance Services**

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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.

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.

### **Part D: Training Staff on Policies and Procedures**

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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.)

### **Part E: Providing Notice of Language Assistance Services**

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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

**Part F: Monitoring and Quality Control**

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