

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R042

School Name:

P.S. 042 ELTINGVILLE

Principal:

BRIAN SHARKEY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 42 School Number (DBN): 31R042
Pre Kindergarten – Fifth
Grades Served:
School Address: 380 Genesee Avenue
718 984 3800 718 227 6358
Phone Number: Fax:
School Contact Person: Brian P. Sharkey Email Address: bsharke@schools.nyc.gov
Principal: Brian P. Sharkey
Ann Resnick
UFT Chapter Leader: P. Cohen & A. Bogad
Parents' Association President: Eleanor Sharpe
SLT Chairperson:
Title I Parent Representative (or
Parent Advisory Council
Chairperson):
N/A
Student Representative(s):

District Information

District: 31 Superintendent: Anthony Lodico
715 Ocean Terrace, Staten Island, NY 10314
Superintendent's Office Address: alodico@schools.nyc.gov
Superintendent's Email Address:
718-420-5667 718-420-5677
Phone Number: Fax:

Borough Field Support Center (BFSC)

BFSC: 94 Director: Kevin Moran
52 Chambers Street, New York, NY 10007
Director's Office Address: KMoran2@schools.nyc.gov
Director's Email Address:

Phone Number: 212-374-4254

Fax: 7184205677

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)
Brian P. Sharkey	*Principal or Designee	
Eleanor Sharpe / Ann Resnick	*UFT Chapter Leader or Designee	
P. Cohen & A. Bogad	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
E. Sharpe	Member/ Teacher	
K. Mulcahy	Member/ Speech Teacher	
L. Pellechia	Member/ Paraprofessional	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
K. Fischer	Member/ Parent	
K. Barzal	Member/ Parent	
L. Murphy	Member/ Parent	
D. Nastashkin	Member/ Parent	
C. Scalia	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 42R is located in the town of Eltingville, which is on the South Shore of Staten Island. We are an elementary school with 939 students from Pre Kindergarten through Grade 5. Our student demographics are comprised of 1% Black, 11% Hispanic, 84% White, 3% Asian. The student body includes 3% English language learners and 22% Students with Special Needs.

Our average student attendance rate for the school year is 94%, and our average teacher attendance is 97%.

The dedicated faculty at P.S. 42 is deeply involved in furthering their instructional practices and continue their own learning which in turn, provides a real life model for students to do the same.

Based on the feedback provided in the 2013-2014 Quality Review, P.S. 42 earned a Well Developed in maintaining a culture of mutual trust and positive attitude that supports the academic and personal growth of students and adults; as well as, a Well Developed in making strategic organizational decisions to support the school's instructional goals and meet student-learning needs, as evidenced by meaningful student work products. Some of the challenges P.S. 42 faces are in the areas of enhancing instruction to ensure teachers strategically provide multiple entry points in lessons to engage students in challenging tasks that promote critical thinking and ownership of their learning, and to further develop the connection between the observation and feedback process so that professional growth and accountability is leveraged for pedagogical improvement.

In order to address these challenges, our school community has placed great emphasis on the growth and development of pedagogical skill through the use of learning networks. In order to enable the enhancement of practice gained from strategically established collaborative bands, we implemented a vertically aligned instructional cabinet to serve as a significant structure for improvement. The cabinet, consisting of both teachers and administration, determines initiatives that best support our instruction focus and executes professionally organized learning opportunities relevant to such initiatives and related goals. One specific area of focus identified by the cabinet is the use of assessment in instruction (Danielson 3d). Cabinet members have provided ongoing professional learning surrounding the use of formative-assessment and self-assessment in instruction throughout the year. The cabinet seeks to continuously increase the effectiveness of instruction and to exercise leadership among colleagues, impacting school-wide professional development and growth.

Our current goal is to broaden our use of collegial support systems by providing further opportunities for our instructional cabinet to engage in networking that will significantly impact both the growth of content-based knowledge and the development of pedagogical practices. Participation in the Learning Partners Program will enable us to engage in partnerships that will potentially build capacity for quality instruction aligned with our instructional focus and provide additional support for our instructional cabinet by utilizing dynamics beyond our current limitations. Expanding visitation will establish coherence as well, resulting in the establishment of newly refined expectations and the integration of shared exemplary practices.

Collectively, we are maximizing our learning time more efficiently through the use of strategically planned professional development.

31R042 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	940	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		0.3%	% Attendance Rate	93.6%
% Free Lunch		25.2%	% Reduced Lunch	11.6%
% Limited English Proficient		2.3%	% Students with Disabilities	22.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	0.5%
% Hispanic or Latino		11.8%	% Asian or Native Hawaiian/Pacific Islander	3.1%
% White		83.4%	% Multi-Racial	0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.96	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	6.29
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		41.8%	Mathematics Performance at levels 3 & 4	53.8%
Science Performance at levels 3 & 4 (4th Grade)		94.9%	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			Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

Section 5A – 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.

Based on Section 1.2 of the School Quality Review, P.S. 42 received a “Developing” rating in developing teacher pedagogy from a coherent set of beliefs about how students learn best. Areas of Focus on the SQR included the support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes.

Part 2 – Annual Goal

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

By June 2016, 95% of teaching staff will receive an overall rating of “Effective” or higher on the Danielson Component 3d (Using Assessment in Instruction) as measured by formal and informal observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Vertical Instructional Team has created formative assessment templates for teachers and students to monitor their progress which pinpoint the expectations of the Danielson Framework.</p>	<p>Teachers, Students</p>	<p>Sept 2015/ June 2016</p>	<p>Principal, Assistant Principal, Vertical Instructional Team, LPP Model Teachers</p>

Teacher Teams design coherent instruction by continuing to embed a variety of formative assessment strategies, uniform summative assessments, benchmark assessments, performance tasks and rubrics within lessons across units of study to empower teachers to organize and analyze student performance trends to inform instruction and curriculum. Teachers will use best practices such as whip arounds, four corners, exit tickets, RSQC2, sticky self-assessments and the traffic light strategy to modify and drive instruction on a daily basis.	Teachers, Students	Sept 2015/ June 2016	Principal, Assistant Principal, Vertical Instructional Team, LPP Model Teachers
The Vertical Instructional Team, Administrators, Model Teachers and staff will organize professional development focused on professional goals of our teachers within Component 3d of the Danielson Framework.	Teachers, Students	Sept 2015/ June 2016	Principal, Assistant Principal, Vertical Instructional Team, LPP Model Teachers
Teacher development will be facilitated by providing peer support through collaborative leadership. A welcoming, open environment would be established which fosters a growth mindset to empower teachers to become reflective practitioners. Pedagogues will utilize self- assessment to set self- directed, individualized goals aligned to the Danielson Framework for Teaching to expand their professional expertise within an environment of professional respect and trust .	Teachers, Students	Sept 2015/ June 2016	Principal, Assistant Principal, Vertical Instructional Team, LPP Model Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Professional Articles, Danielson Framework for Teaching, Common planning time, common time for inter-visitations, Model teachers and materials for portfolios.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
September through February, teachers lesson plans will show evidence of planned formative assessments used to differentiate instruction so that all learners can demonstrate mastery of the same challenging CCLS.
By February, 60% of all students who did not meet grade level benchmarks at the first set of assessments will either meet grade level benchmarks or progress at least one performance level.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on the results of the Supportive Environment section of the NYC School Survey, 97% of parents feel that their child feels that it is important for them to come to school every day and that it is important to work hard to get good grades. In addition, 93% of parents feel that their child thinks it is important to do homework. Similarly, 96% of teachers feel that their students have to work hard to do well and respond to challenging questions in class. Furthermore, 98% of teachers feel adults at P.S. 42 teach critical thinking skills to students and teach the skills needed to succeed in and be prepared for the next grade level.

Based on the School Culture portion of the Learning Environment Survey, 92% of parents indicated that P.S. 42 is responsive to parent feedback. To improve upon this success rate, we are developing an instructional focus that will provide our students with the skills necessary to become self- directed learners. This will empower our student population to be better prepared for college and careers. Our instructional focus will be that if our school community reflects on our continuous collaborative professional learning with refined planning, then students will be actively engaged in standards based rigorous learning experiences, as evidenced by student growth and a personal commitment to excellence, that create opportunities for independent self- regulated learners. Based on our school website needs assessment, only 78% of our staff regularly update their class websites with links to support student achievement at home. Model teachers will provide our staff with the necessary support to empower teachers to enable students to access rigorous instructional materials outside the four walls of the classroom to improve student achievement. Through peer support, teachers will learn how to embed tutorials in their class websites to support struggling learners. Additionally, teachers will learn how to incorporate enrichment materials to challenge students that excel. Pedagogues will learn how to incorporate an announcement section describing current class activities, homework, and projects.

Part 2 – Annual Goal

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

By June 2016, we will receive an overall score of 97% or higher on the School Culture Component on the LES.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Develop an instructional focus that will empower students to become more independent and prepared for college and careers.</p>	<p>Teachers, Students</p>	<p>Sept 2015/ June 2016</p>	<p>Administration, Teachers</p>
<p>Teachers and families will participate in community wide book clubs with Paul Tough’s How Children Succeed, The Mindset by Carol Dweck, Choice Words by Peter Johnston, The Marshmallow Test: Mastering Self-Control by Walter Mischel</p>	<p>Teachers, Students, Parents</p>	<p>Sept 2015/ June 2016</p>	<p>Administration, Teachers, Parent Coordinator</p>
<p>Coordinate a school wide book of the month that teaches grit, perseverance, optimism and character development.</p>	<p>Teachers, Students</p>	<p>Sept 2015/ June 2016</p>	<p>Administration, Teachers, Parent Coordinator</p>
<p>Teacher Teams will develop lesson plans aligned to developing these life-long skills.</p> <p>Use of School Messenger and Pupil Path System to communicate applicable information to families</p> <p>Parent Workshops on the CCLS</p> <p>Parent workshops on PupilPath</p> <p>Parent involvement on the School Leadership Team</p> <p>Monthly PTA meetings and newsletter to keep parents informed about upcoming school and community events, curriculum updates and state testing</p>	<p>Teachers, Students, Parents</p>	<p>Sept 2015/ June 2016</p>	<p>Administration, Teachers, Parent Coordinator</p>
<p>Update our school EChalk website with links for parents and families to the CCLS</p>	<p>Teachers, Students, Parents</p>	<p>Sept 2015/ June 2016</p>	<p>Administration, Teachers, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

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

Books of the Month (How Children Succeed by Paul Tough, The Mindset by Carol Dweck, Choice Words by Peter Johnston, The Marshmallow Test: Mastering Self-Control by Walter Mischel) and common planning time.

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

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

Part 5 – Progress Monitoring

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

By February 2016, teacher’s lesson plans will reflect 2 character development lessons per month.

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.

P.S. 42 has always been a collaborative working environment as evidenced by our Quality Review, Learning Environment Surveys and PPO reports. Based on the Elementary School Quality Snapshot, P.S. 42 was rated good in the interesting and challenging curriculum category. In addition, P.S. 42 was also rated good in how well teachers work with each other based on the Elementary School Quality Snapshot results. According to the NYC School Survey report, 100% of teachers indicated that they design instructional programs together and make a conscious effort to coordinate their teaching with instruction at other grade levels. Likewise, 96% of teachers specified that they are really trying to improve their pedagogy. Finally, 96% of parents indicated that the principal, teachers and staff collaborate to make the school run effectively.

Based on the Information Questions portion of the Learning Environment Survey, 83% of teachers indicated that professional development at P.S. 42 focused on Access for All Learners. In contrast, section 1.2 of the School Quality Review Report indicated a need to enhance instruction to ensure teachers strategically provide multiple entry points in lessons to engage students in challenging tasks that promote critical thinking and ownership of their learning. Additionally, P.S. 42 received a fair rating in the effective teaching and learning category based on the results of the Elementary School Quality Snapshot. Through feedback provided by our school's Vertical Instructional Team, it was determined that a single focus should be adopted for a two year study so that teachers can continue to collaborate on the use of assessment in instruction (Danielson 3d) for an extended period of time. Through the use of formative assessments, students will be empowered to access learning through multiple entry points.

According to the New York City Department of Education Elementary School Snapshot, in the category “Student Performance” 42% of our student population met state standards on the NYS ELA test. The average score at this school was 2.8 out of 4.5 on the ELA. In addition, 54% of our student population met state standards on the NYS Math Test. The average math score at P.S. 42 was 3.1 out of 4.5. All students made fair progress on improvement on the NY State ELA and Math Test. Similarly, in the “Closing the Achievement Gap” section we were rated fair in improvement by students with special needs in ELA and Math. In contrast, in the “Closing the Achievement Gap” section P.S. 42 was rated poor in the movement of students with special needs to less restrictive environments. This demonstrates the need for our school to improve upon progress in relation to student achievement on both the NYS ELA and Math exam by adopting an instructional focus that will empower our student population to be better prepared for college and careers

Part 2 – Annual Goal

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

By June 2016, teacher and faculty will engage in professional development opportunities in the area of engaging students in learning. These opportunities are designed to improve pedagogy and student outcomes as measured by an increase of at least 2 reading level benchmarks on the TCRWP for students K-5.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The work done during all three PD Cycles will be shared with families at monthly PTA meetings, echalk website, and school messenger.</p>	<p>Teachers, Students, (SWD, ELL, GE)</p>	<p>Sept 2015/June 2016</p>	<p>Principal, Assistant Principals, Vertical Instructional Team, LPP Model Teachers, Parent Coordinator</p>
<p>Targeted Professional Development Cycle #1 - will have a school wide focus on student engagement. Embedding Expeditionary Learning formative assessments within all lesson plans. All teachers and paraprofessionals will engage in reading professional articles related to Student Engagement.</p>	<p>Teachers, Students, (SWD, ELL, GE)</p>	<p>Sept 2014/Dec 2015</p>	<p>Principal, Assistant Principals, Vertical Instructional Team, LPP Model Teachers</p>
<p>Targeted Professional Development Cycle #2 – will be split into smaller categories of study that include: activities and assignments, student groups, instructional materials and resources and structure and pacing.</p> <p>Targeted Professional Development Cycle #3 - will be based on teacher choice. During the final cycle teachers will have the option of focusing on one element of student engagement or conducting further action research.</p>	<p>Teachers, Students, (SWD, ELL, GE)</p> <p>Teachers, Students, (SWD, ELL, GE)</p>	<p>January 2016/April 2016</p> <p>April 2016/June 2106</p>	<p>Principal, Assistant Principals, Vertical Instructional Team, LPP Model Teachers</p>
<p>Teacher development will be facilitated by providing peer support through collaborative leadership via inter-visitation using the Protocol for Studying Peer Practice and Protocol for Reciprocal Peer Mentoring.</p>	<p>Teachers, Students, (SWD, ELL, GE)</p>	<p>Sept 2015/June 2016</p>	<p>Principal, Assistant Principals, Vertical Instructional Team, LPP Model Teachers</p>

Part 4 – Budget and Resource Alignment

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

Professional articles from ASCD journal database.

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

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

Part 5 – Progress Monitoring

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

By February 2016, 70% of teachers will receive effective or highly effective ratings in component 3c: Engaging Students in Learning as evidenced by formal and informal observations using The Danielson Framework for Teaching.

By February 2016, all students will improve at least one reading level benchmark on the TCRWP for students K-5.

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.

P.S. 42 has always been a collaborative working environment where the Principal and Assistant Principals lead by example and cultivate the professional growth of teacher pedagogy, developing and providing the instructional and social-emotional support that improves student achievement as evidenced by our Quality Review, Learning Environment Surveys and PPO reports. For example, in section 1.3 of the School Quality Review, P.S. 42 was rated “well developed” in the following area: the principal makes highly effective organizational decisions that are well aligned to instructional goals resulting in improved student outcomes and meaningful student work products.

Furthermore, P.S. 42 was rated good in the category for communicating clear and high expectations to students and staff as evidenced by the results of the Elementary School Quality Snapshot. In addition, 97% of P.S. 42 parents indicated that the principal promotes family and community involvement in school as evidenced by the results of the NYC School Survey. Also, 95% of the parent population specified that the principal is strongly committed to shared decision making. Similarly, 96% of teachers indicated that the principal set clear expectations for implementing what they have learned during professional development. Finally, 96% of teachers indicated that the principal makes clear to his staff his expectations for meeting instructional goals as evidenced by the results of the Elementary School Quality Snapshot.

In contrast, only 67% of teachers specified that they had influence over school policy in the area of developing instructional practices. In order to increase “teacher voice” and enable the enhancement of instructional practice gained from strategically established collaborative bands, we recognized the need to implement a vertically aligned instructional cabinet to serve as a significant structure for improvement. The cabinet, consisting of both teachers and administration, determines initiatives that best support our instruction focus and executes professionally organized learning opportunities relevant to such initiatives and related goals. The cabinet seeks to continuously increase the effectiveness of instruction and to exercise leadership among colleagues, impacting school-wide professional development and growth. Our current goal is to broaden our use of collegial support systems by providing further opportunities for our instructional cabinet to engage in networking that will significantly impact both the growth of content-based knowledge and the development of pedagogical practices. In addition, our participation in the Learning Partners Program will enable us to engage in partnerships that will potentially build capacity for quality instruction aligned with our instructional focus and provide additional support for our instructional cabinet by utilizing dynamics beyond our current limitations. Expanding visitation will establish coherence as well, resulting in the establishment of newly refined expectations and the integration of shared exemplary practices.

Based on the Systems of Improvement portion of the Learning Environment Survey, 86% of teachers indicated that school leaders provide them with regular and helpful feedback about their teaching. In addition, based on section 4.1 of the School Quality Review, P.S. 42 received a “Developing” rating in observing teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. These results indicate that our school needs to further develop the connection between the observation and feedback process so that professional growth and accountability is leveraged for pedagogical improvement.

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, 100% of staff and faculty will receive specific feedback aligned to students’ learning objectives as stated in the IPC. This feedback will result in a 5% increase in the number of students meeting and exceeding expectations on reading level benchmarks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Initial Planning Conferences – Teachers select student learning goal aligned to Danielson Domains 3B, 3C, 3D.	Teachers	Sept 2015 – October 2015	Principal, Assistant Principal
Prescribed observation and feedback cycle- Specific Timely and measurable feedback to teacher’s specific learning goal aligned to Danielson Domains 3B, 3C, or 3D.	Teachers	Sept 2015/ May 2016	Principal, Assistant Principals
Weekly Advance meeting – Administrative team meets to discuss weekly teacher observations, norm expectations, discuss teacher feedback and, timely-bound next steps	Teachers	Sept 2015/ May 2016	Principal, Assistant Principals
End of Year Conference- Teachers and Administration discuss growth over the year related to teacher’s specific learning goal aligned to Danielson Domains 3B, 3C, or 3D.	Teachers/ Admin	May 2016/June 2016	Principal, Assistant Principals

Part 4 – Budget and Resource Alignment

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

- Substitute teachers will be needed to cover teachers that attend on-site and off-site training.
- Prep changes will be needed for on-site professional development with Teachers College personnel.
- Materials and Resources
- External Staff Developers - i.e. Teachers College Reading and Writing Project
- Learning Partners Program Funding

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

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

Part 5 – Progress Monitoring

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

By February 2016, 100% of teacher observations will provide specific actionable feedback directly connected to students learning goals.

By February 2016, TC Assessment Pro data will show an increase of 5% in the number of students meeting or exceeding grade level benchmarks.

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.

Based on section 1.4 of the School Quality Review report P.S. 42 received a rating of “Well Developed” and the principal is regarded as a reflective and supportive leader who cultivates a respectful and inclusive environment of trust, resulting in the adoption of effective academic and personal behaviors for both staff and students.

For instance, in an effort to support improved student outcomes and to promote the adoption of effective academic and personal behaviors, the school works determinedly to align outreach efforts to support the developmental and academic needs of all students. An active Parent Teacher Association supports the school’s instructional goals through contributions of funding to advancements in student learning through field trips to the Liberty and Buehler Science Center, linked to units of study, and student team-building assemblies, supporting the school’s focus on developing the whole child. Moreover, parents describe the school environment as one that is fully supportive of their children both academically and emotionally.

In addition, based on the results of the NYC School Survey results 95% of school families feel teachers work closely with families to meet student needs. Similarly, 94% of staff encouraged feedback from parents, guardians and the community to foster strong family and community ties. Finally, 96% of teachers specified that they try to understand families’ problems and concerns as evidenced by the NYC School Survey results.

NYC School Survey results revealed that 97% of parents indicated that they had an in person parent teacher meeting, however, only 30% of parents had teacher meetings on a weekly or monthly basis. Additionally, based on the Learning Environment Survey, only 80% of P.S. 42 parents indicated that they have been invited to an event at their child’s school (workshop, program, performance, etc.). In order to deepen family connections, the Vertical Instructional Team recognized the need to offer families the same professional development that teachers are being offered. As a result, workshops surrounding Common Core Standards will be executed by teachers exhibiting areas of expertise, subsequently bridging gaps in school/home connectivity.

Part 2 – Annual Goal

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

By June 2016, 80% of Pre-K through 5 parents will attend one Common Core aligned literary workshop designed to familiarize families with expectations surrounding curricula and subsequently strengthen and foster community ties.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Two math and two literacy nights will be planned for all families. These workshops will be facilitated by members of the staff and SLT.</p>	<p>Teachers, Parents, Parent Coordinator</p>	<p>Sept 2015/June 2016</p>	<p>Principal, Assistant Principals</p>
<p>Family members will have the opportunity to engage in book study groups on building character. Participants will plan and facilitate a family workshop with guidance from the administration relating to building character in students. This workshop will be open to all families.</p>	<p>Teachers, Parents, Parent Coordinator</p>	<p>Sept 2015/June 2016</p>	<p>Principal, Assistant Principals</p>
<p>Workshop materials and agendas will be uploaded to the school website.</p>	<p>Parent Coordinator</p>	<p>Sept 2015/June 2016</p>	<p>Principal, Assistant Principals</p>
<p>Student work portfolios will be shared with families including content related rubrics.</p>	<p>Teachers, Students Parents, Parent Coordinator</p>	<p>Sept 2015/June 2016</p>	<p>Principal, Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Professional Books for Book study groups, space for book study groups.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

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

By February 2016, at least two evening workshops for families will be held as evidenced by workshop agendas and attendance records.

By February 2016, families will have completed at least one cycle of character development study and started another.

By February 2016, parent participation rates will be evidenced through the use of workshop attendance logs. These workshops will improve student achievement as measured by an increase of at least 2 reading level benchmarks on the TCRWP Assessments for students K-5.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2015 NYS ELA Scale Scores; Independent Reading Levels from TCRWP Assessment Pro, MOSL Data, Teachers Observations	Orton Gillingham Wilson Reading Foundations Great Leaps Guided Reading	Small Group	School Day
Mathematics	2015 NYS Math Scale Scores; Go Math overall average; MOSL Data; teacher observations	Fluency Drills, step by step problem solving, Reflex Math	Small Group	School Day
Science	2015 NYS ELA Scale Scores; Independent Reading Levels from TCRWP Assessment Pro, MOSL Data, Teachers Observations	Guided Groups with a Non-fiction focus.	Small Group	School Day
Social Studies	2015 NYS ELA Scale Scores; Independent Reading Levels from TCRWP Assessment Pro, MOSL Data, Teachers Observations	Guided Groups with a Non-fiction focus. Social Studies core curriculum allows for differentiated instruction for the themes of each grade.	Small Group	School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SAPIS, Too Good For Drugs (partnership with NYPD) Positive Behavior Intervention	Positive Reinforcement Behavior Management System, Peer mediation,	Small Group Classroom	School Day

	Supports (PBIS), OORS data, teacher referrals.	counseling, bereavement, divorce, anti-bullying.		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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).

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.).

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.

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) 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. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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 31	Borough Staten Island	School Number 042
School Name Public School 42 The Eltingville School		

B. Language Allocation Policy Team Composition

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

Principal Mr. Brian P. Sharkey	Assistant Principal D.Appello,A.Dulski, R. Garcia
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Lisa Six	School Counselor Steven Tyler
Teacher/Subject Area Susan Daly/ IEP Teacher	Parent Alissa Johnson
Teacher/Subject Area L. Raynor/ Grade 3	Parent Coordinator Denise Sarno
Related-Service Provider J. Piccirillo	Borough Field Support Center Staff Member Mildred Cordova
Superintendent Mr. Anthony Lodico	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

Total number of students in school (excluding pre-K)	970	Total number of ELLs	28	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	6
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	26		5	2		1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	0	0	0	0	1								0
Chinese	2	1												0
Russian	5	1	1	1										0
Bengali														0
Urdu		2		1		1								0
Arabic			1	2	1	2								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish					1									0
Albanian					1									0
Other			1	1	1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The assessment tool that is currently being used by the school to assess the early literacy skills of our ELLs is TCWRP. The data from this assessment demonstrates that all of the ELLs are not reading at grade level. In the upper grades, they are actually reading two or three grades behind. The entire fourth and fifth grade ELL population is reading at a level L or M. While the lower grades are not reading at grade level, there is a smaller gap between their actual level and the grade-appropriate level. As a result of these findings, these students are receiving Tier 2 and Tier 3 intervention.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
:Historically, with the exception of newcomers, kindergardeners through second graders are mostly at advanced proficiency levels (transitioning and expanding). This year, however, out of the 8 kindergarten students, 5 of them are at entering or emerging levels. in grades 1 and 2, only 2 students are at emerging or transitioning levels. All of the other students are either transitioning or expanding. A couple of these students' scores declined from the previous year due to the increasing difficulty of the new NYSESLAT exam. Once we look at the data for grades 3-5, we notice that the proficiency levels are consistently advanced level (expanding), except for 2 newcomers and a student with disabilities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The success of our programs is based on student performance on formal and informal assessments as well as classroom success. Additionally, the school utilizes the AMAO tool to determine its yearly progress with ELLs. If progress is not being made, change is needed. For example, based on last year's data, the ESL program was restructured to group students by skill rather than grade. Thus far, this has shown to yield positive results within the classrooms. Each year, approximately 15-20 % of our population has scored proficiently on the NYSESLAT. However, the number of students who have been stagnant at a level for three or four years is a problem. The implementation of more rigorous, standards based writing is being used by the ESL teacher in addition to the classroom teachers to help improve the number of students who score proficiently on the NYSESLAT. The school has made progress in AMAO 2, but continues to struggle to achieve success in AMAO 3. We understand that we need to provide the ELLs with

standards-based instruction so that they may succeed on the state assessments in ELA and math. We do provide such instruction, but continue to look for strategies to improve it.

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 school currently offers a freestanding ESL program. The students being served by this program generally take tests in English. On both the NYS math and ELA exams, the students generally received level twos, but some students did receive level three for the first time.
 - b. The school leadership and teachers are using the results of the ELL Periodic Assessments to drive instruction. The data is used to design lessons that incorporate all four learning modalities and focus on the areas that students are not performing well in.
 - c. Based on the ELL Periodic Assessments, the school is learning that many students have difficulty with the listening portion of the exam. As a result, more activities have been incorporated utilizing read alouds in conjunction with pictures and critical thinking questions. We are trying to implement more home language resources/activities. However, most of our students do not have any literacy skills in their home languages.
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*.] As noted in the RtI guide, a tremendous emphasis is placed on strengthening the Tier I instruction of our ELLs. If the students continue to show a struggle, an investigation of native language literacy ability is conducted. If the child has an ability to read in his or her native language, they are encouraged to further develop these skills in conjunction with their English reading skills. If no native literacy exists, Tier 2 instruction is provided. These students are recommended for AIS. The AIS classes are small group and organized by category. Students are placed into their appropriate classes based on TCWRP, performance tasks and various other forms of hard and soft data.
6. How do you make sure that a student's new language development is considered in instructional decisions?

In order to address second language development, all teachers are encouraged to include a language objective in all lessons, regardless of the content. It is important that these language objectives are deliberate and meaningful. We scaffold lessons for ELLs using research based techniques including reciprocal teaching. Additionally, we use a variety of genres from various multicultural sources. We generally do not have students with literacy in their native language, but if we do, we provide as much native language support as possible through the use of glossaries, dictionaries and other materials in their native languages. We also take into account their educational history. We are aware that many students did not attend schools like ours in New York City. As a result, we do spend time reviewing procedures, expectations and any other areas that these students may find difficult to adjust to.
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?

The school does not currently have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of our programs is based on student performance on formal and informal assessments as well as classroom success. Additionally, the school utilizes the AMAO tool to determine its yearly progress with ELLs. If progress is not being made, change is needed. For example, based on last year's data, the ESL program was restructured to group students by skill rather than grade. Thus far, this has shown to yield positive results within the classrooms. Each year, approximately 15-20 % of our population has scored proficiently on the NYSESLAT. However, the number of students who have been stagnant at a level for three or four years is a problem. The implementation of more rigorous, standards based writing is being used by the ESL teacher in addition to the classroom teachers to help improve the number of students who score proficiently on the NYSESLAT. With the new integrated teaching model, the ENL teacher is planning with her colleagues in order to determine strategies to meet AYP for our ELLs. The kindergarten classes have begun a school-wide initiative using Foundations. We are confident that this will provide additional support and a strong foundation to our ELLs. Also, we have implemented reciprocal teaching in grades 3-5 and we are hoping that this strategy will help our ELLs to meet AYP. Another area of weakness we are addressing is the lack of resources for the staff since there was never a large ELL population at the school. As a result, we have planned deliberate and specific Professional Learning Opportunities for the staff to become more familiar with ELL pedagogy. The ENL teacher is also attending any and all Professional Learning opportunities that can be turn-keyed back to the staff in order to help the ELLs meet AYP

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 ELL identification process begins at registration. One member of our team of pedagogues, Mrs. L. Six (ESL teacher), Mrs. Aileen Dulski (Assistant Principal) and Ms. Maryann Coleman (SETSS), meets with the parent/guardian at registration. All pedagogues have been trained in cultural competency, language development and the needs of ELLs. We utilize bilingual paraprofessionals, if necessary, to assist the pedagogue at registration. If we do not have a staff member available to translate, we have compiled a list of credible translators or utilize the Translation and Interpretation Unit. The Home Language Survey (HLIS) is administered in the parent's home language. An informal interview is conducted by the pedagogue. Whenever possible, the pedagogue reviews the students' work as well. If no work is available, the school uses grade-appropriate and culturally sensitive books and other helpful assessments to determine eligibility. If necessary, a translator is present. After screening the HLIS, it is placed in the student's cumulative folder, and eligibility is determined and the NYSITELL is administered within five days of admission. The NYSITELL is scanned immediately to expedite the implementation of ELL services. If the student indicates a home language of Spanish, and they are eligible to receive services based on the LAB-R, they are also administered the Spanish LAB-R.

In May, students take the NYSESLAT exam to determine proficiency level and placement for the following school year.

If a student is believed to be a SIFE, we administer the oral interview questionnaire and if applicable the LENS.

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 school has 30 days from enrollment to determine if a student is a SIFE. We begin this process at enrollment during the interview. We ask the parent or guardian about the student's prior educational experiences. We also complete the same identification process described above. If we find any indications in the ELL identification process that a student has experiences interruptions in their education, we administer the oral interview questionnaire. Additionally, when applicable, we administer the LENS (Literacy Evaluation for Newcomer SIFE). Even though we must indicate SIFE status within 30 days, the school may modify this status for up to one year. The student's SIFE status is removed once a student has reached the transitioning level.

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

The school's Language Proficiency Team consists of Lisa Six, the ENL teacher, Susan Daly, IEP teacher, Steve Tyler, school psychologist, Mrs. Aileen Dulski, Assistant Principal, and the parent or guardian of the student being evaluated for ELL eligibility. If necessary, a translator is present to ensure that the parent best understands everything going on. If a student with an IEP is determined to be eligible to be an ELL based on the HLIS, interview and other assessments, the LPT will convene to discuss the student. The team analyzes student work, student's language history, results of the evaluation conducted as per CR Part 200.4(b)(6) including any home language assessments. Once all of the evidence is analyzed the LPT will make a determination whether or not the student will take the NYSITELL. If the LPT decides that the student is not eligible to take the NYSITELL, the principal must accept or reject the decision. If the principal rejects the decision, the student is immediately administered the NYSITELL. If the principal accepts the team's recommendation, he will submit this to the superintendent's office for a final decision. We will notify the parents within 3 school days of the school's decision in the parent's preferred language. Students will be placed in the appropriate program within 20 school 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.

Once the score is determined, the ESL teacher immediately generates the appropriate letter in the parent's preferred language if applicable. The letter is sent home the same day, and a copy is placed in the child's 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).

All parents of ELLs are given a parent orientation within ten days of identification. At the orientation parents are provided with the information regarding the right to appeal the decision. A translator is present if necessary. If a parent does decide within the 45 day window that he or she would like their child to be reidentified, the school will begin the process of reviewing the student's work and interviewing the student and his or her teachers. The decision is made within 10 days and the parent is notified via a letter their preferred language of communication. All correspondence is maintained by the school in the student's cumulative folder.

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 order to inform parents about all three program choices, parent orientations are held within ten school days of identification. Parents receive a letter in their preferred language inviting them to orientation. They are also called to discuss the

convenience of the date and time being offered. During the orientations parents view the parent information video in their preferred language. If there is no video in their preferred language then a translator is utilized. In addition to the video, parents receive the ELL parent brochure in their preferred language. They are also informed that if they do not choose a program on the Parent Survey and Selection Form, they will choose a bilingual program placement by default.

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.

We request that parents complete the Parent Surveys and Program Selection forms at orientation so that we may answer any questions parents may still have. We ask that if they cannot complete the forms at the orientation that they return them in a day or two. The ENL teacher keeps a record of the forms and whether or not they have been returned. She also keep a record of the program choices on paper and through entering them in the ELPC screen in ATS. If a parent does not return the form in the requested time frame the teacher will call to request the completed form as well as send another copy home in the parent's preferred language. If the form is still not returned then the program selection is bilingual education by default and is so entered in ELPC. If at least 15 students over two grades speak the same language and request the same program, the school will open such program and inform the parents immediately that it is available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Copies of the forms that have not been completed and returned are kept on file and also placed in the students' cumulative folders. Additionally, these students are entered into the ELPC screen as choosing a bilingual program because they did not return the form.
9. Describe how your school ensures that placement parent notification letters are distributed. The school distributes placement parent notification letters within five school days in the parents' preferred languages whenever possible. The school also maintains copies of these documents in the ELL data binder as well as the cumulative folders.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL related documents are copied. The originals are placed in the cumulative folders and copies are maintained by the ENL teacher in the ELL data binder. All forms are always distributed in the parents' preferred languages whenever possible.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered to all eligible students by trained and experienced pedagogues. The tests are kept secure in compliance with NYS and are administered within the appropriate timeframe. They students are tested in a compliant and comfortable environment by grade level and/or grade band depending on the size of the group. Kindergarten students are tested alone. Grades 1 and 2 students are tested together as are students in grades 3 and 4. Fifth grade students are tested alone. If a student is absent on the original testing day but returns with the testing window they are tested. All efforts are made to ensure that all students take all four parts of the exam. This is done by utilizing an Excel spreadsheet listing each student and all sections of the tests for each student. As a section is completed it is recorded. Whenever necessary, students with IEPs are given the appropriate testing accommodations.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The school distributes continued entitlement and transitional support parent notification letters within five school days in the parents' preferred languages whenever possible. The school also maintains copies of these documents in the ELL data binder as well as the cumulative folders. Parents are asked to sign the forms and these are kept in the binder and cumulative folders.
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 forms for the past few years, only 2 parents out of the 18 new admits indicated a choice other than Freestanding ESL. As of now, the school is offering a model that is aligned with parent requests. As per the decree, if 10 students over two grade levels with the same home language request the same program, the school will comply with parent requests and open a program.

Part V: ELL Programming

*Continuous collaboration among the ESL teacher and classroom teachers. Discussions are based on best practices for ELLs.

d. Students who receive services for more than six years (Long Term ELLs) are provided with the following:(In the event that a student is held over)

*inclusion in academic after-school program

*push-in/pull-out AIS skills- based according to deficiency

*Continuous collaboration among the ESL teacher and classroom teachers. Discussions are based on best practices for ELLs.

*Referrals may be made to the School Assessment Team to screen children for learning disabilities which may prevent them from passing the NYSESLAT. Additionally, the ELAND team may further investigate the student's abilities and language skills.

e. Students who test proficiently on the NYSESLAT continue to receive support for two years after they pass the exam. In the testing grades they will continue to receive additional time, a separate location and use a bilingual glossary. They are also entitled to the above mentioned programs that are available to the current ELLS.

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.

A parent, teacher or administrator may request an Ell reidentification if they feel that a student has been inappropriately identified. Once a student is identified as an ELL or non-ELL in accordance with the approved re-identification appeal process within 45 days, the students is still monitored by the ENL teacher in conjunction with the student's classroom teacher. In order to prevent adverse effects due to the re-identification process some students may need extra time with the ENL teacher or the classroom teacher via AIS. If a student is re-identified as a non-ELL but shows sign of struggle academically they will be reinstated as an ELL within the 6 months to 1 year.

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?

The ESL teacher, along with all other service providers in the school, have access to SESIS and review and abide by the mandates of the students' IEPs. Students who have ESL on their IEPs receive the appropriate ESL programming. Teachers of ELL-SWDs utilize grade-level materials that are provided by Pearson's Ready-Gen and Go Math programs. These programs are completely aligned to the CCLS and challenge all students, but especially the ELL-SWDs. In order to accelerate English language development, teachers supplement these materials with technology, images and leveled readers on the same topics discussed in the curriculum. Academic and content specific vocabulary is pre-taught and reinforced often.

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?

The ESL teacher is versed on the various and specific needs of all students, and has access to all of their IEP goals. She works in conjunction with the classroom teacher as well as the other service providers to enable students to meet their goals. In accordance with the mandated school curriculum, students receive targeted, skill-based instruction. In order to work around the often hectic service schedule of the ELL-SWD, the ESL teacher conducts heterogeneous groups and differentiates within the lesson. These students are always in ESL class with their non-disabled peers. The fact that there is only one ESL teacher prevents ELL-SWDs, or any other subgroup, to be in a homogenous setting. Depending on the evaluations and opinions of the teachers and school assessment teams, some ELL-SWDs are placed in ICT classes if that appears to be in the best interest of the student.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

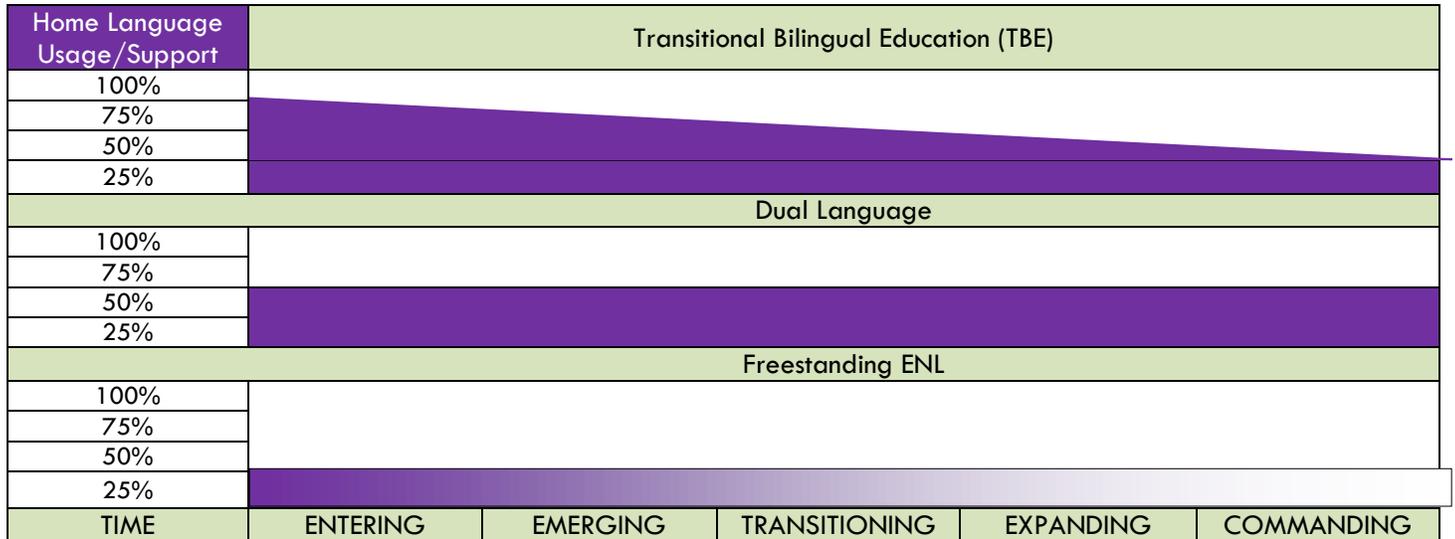


*Note “other approved services” does not apply to New York City at this time.

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. The targeted intervention programs for ELLs in ELA, math and other content areas include SETSS, A.I.S. (Academic Intervention Services- Title I) . The largest ELL subgroup is ELL-SWD. These children participate in intervention programs, as indicated in their IEPs.
All services are in English. The range of services and the content areas are targeted as indicated by student needs' assessments. Students are placed in subgroups based on decoding, fluency, reading comprehension, computation and problem solving.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
While we are trying our best, the test scores indicate that the ELLs are still struggling to achieve proficiency in English as well as meet grade level standards. We continue to evaluate our practices and are constantly implement best practices for ELLs in the classroom and provide targeted, data-driven instruction. At the beginning of the year, all teachers receive data about the ELLs in their class including home language, proficiency level and years of service.
12. What new programs or improvements will be considered for the upcoming school year?
This year the ELL students are placed in the same classes whenever possible. This allows the ENL teacher to push-in and support the students in their environments.
13. What programs/services for ELLs will be discontinued and why?
We are moving away from the pull-out model whenever possible to determine if pushing-in is more effective for our environment.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All services and supplemental services during and after school are offered to all children. Translators are provided and letters sent home to parents are provided in their native language to keep them informed of school business. ELLs are encouraged to participate in our after school program. The S.T.A.R. program (Students, teachers and recreation) helps to promote social skills as well as academic skills and homework help. As part of our everyday curricular activities, ELLs are encouraged to participate in all student activities such as G.O. elections, school monitors, fundraising drives, special assemblies and other community activities.
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.
This year, P.S. 42 has adopted Pearson's ReadyGen and Go Math curricula. Kindergarten is using Foundations. Within these programs, students are upheld to the rigorous common core standards. They are assessed using performance tasks and on-demand writing pieces. Additionally, teachers utilize leveled readers and technology in the classroom. Every room has an interactive whiteboard, desktop computers and some have iPads. The school also has a BrainPop Jr. account to supplement lessons and work on listening skills of students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the classrooms, students are able to use bilingual glossaries for math, social studies and science. Additionally, there are native language reading books available for independent reading.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ELLs are placed according to age. Once in a grade, they are instructed using grade level material. Reading materials are age appropriate and supplemental materials are used to enhance students' skills based on assessments and reading levels. All ELLs are placed according to age. Once in a grade, they are instructed using grade level material. Reading materials are age appropriate and supplemental materials are used to enhance students' skills based on assessments and reading levels.
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).
Although there is no formal program in our school prior to the beginning of the school year, we house a self-sustaining vacation day camp and enrollment is open to all. For students who enroll throughout the year, we offer them free placement in our after school activities to promote socialization and language development as well as academic support through their homework. This is a collaboration among the ENL teacher, the parent coordinator and the STAR Program staff of teachers and paraprofessionals.
19. What language electives are offered to ELLs?
The school does not currently offer any language electives.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

The school does not currently have a dual language program.

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.)
Professional development will be offered to teachers and paraprofessionals during the Monday afternoon sessions on a monthly basis. Additionally, the ESL teacher will attend grade meetings the first Monday of the month to discuss ELL related topics such as: identification of ELLs, using Q-TEL strategies in the classroom, cultural sensitivity, and ELLs and content area instruction. The ENL teacher will collaborate with the grade assistant principals to provide PD to the entire staff once a month. The following topics have been tentatively scheduled for these meetings to be held from 2:35-3:55 p.m.:
November 16, 2015- The ELL Identification Process and NYSITEL and Cultural Sensitivity
December 21, 2015- CR Part 154
January 25, 2016- CCLS and the implications for ELLs
February 29, 2016- Best Practices for ELLs in the Content Area
March 28, 2016- Unpacking the NYSESLAT
April 25, 2016- RtI for ELLs
May 30, 2016- Reciprocal Teaching
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?
There will be monthly meetings on a Monday afternoon in which all teachers of ELLs will attend to discuss successful and unsuccessful strategies that they have tried in their classrooms. They will plan and discuss next steps to propel success for their students regarding the CCLS. Additionally, the administration will seek out and invite experts in the field of language acquisition.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The current ESL teacher was a middle school teacher for eleven years working with ELLs. She has provided staff and students with procedures, expectations and possible pitfalls that many ELLs encounter when they enter intermediate school. As a result, teachers, counselors and administrators work on study skills and work habits to increase independence, responsibility and accountability. The guidance counselor will attend all monthly PD sessions in order to help students transition. Additionally, the guidance counselor and ENL teacher will arrange for students to visit middle schools to become acquainted with the environment.
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.
The following topics have been tentatively scheduled for these meetings to be held from 2:35-3:55 p.m.:
November 16, 2015- The ELL Identification Process and NYSITEL and Cultural Sensitivity
December 21, 2015- CR Part 154
January 25, 2016- CCLS and the implications for ELLs
February 29, 2016- Best Practices for ELLs in the Content Area
March 28, 2016- Unpacking the NYSESLAT
April 25, 2016- RtI for ELLs
May 30, 2016- Reciprocal Teaching
All staff will receive an agenda and sign an attendance sheet.

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?

The ENL teacher will utilize Tuesday afternoons (2:35-3:50 p.m.) in September and October to provide initial annual individual meetings with parents of ELLs. These meetings will include the students' classroom teachers whenever possible. When necessary, the school will utilize staff or other qualified translators to ensure that all goals and program expectations are clear. Any paperwork that needs to be translated will be done through The Office of Translation and Interpretation. Anyone in attendance at the meetings will be given an agenda and sign an attendance sheet. TBD

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of all students, including parents of ELLs, are very much involved and engaged through parent-teacher conferences (translators are provided when necessary via staff members), PTA meetings, parent workshops on CCLS planned and facilitated by the parent coordinator and curriculum meetings facilitated by the math/literacy coach. Whenever possible, all notification and information is sent home in the native language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school does not have any specific partnerships with community-based organizations. However, we do provide parents with information on free workshops and language classes offered at community-based facilities.
5. How do you evaluate the needs of the parents?
The school evaluates the needs of the parents via the Learning Environment Survey as well as parent-teacher conferences. The parent coordinator provides translated copies of the student handbook as well as other translated parent information materials provided by NYC.
6. How do your parental involvement activities address the needs of the parents?

Based on the survey and meetings, the school provides translated notifications, translated report cards and translators whenever possible. Additionally, if necessary, ELLs are permitted entrance to after-school programs and the expenses are covered by the school.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
Brian P. Sharkey	Principal		10/15/15
Aileen Dulski	Assistant Principal		10/15/15
Denise Sarno	Parent Coordinator		10/15/15
Lisa Six	ENL/Bilingual Teacher		10/15/15
Alissa Johnson	Parent		10/15/15
Lucille Raynor/ Grade 3	Teacher/Subject Area		10/15/15
Susan Daly/ IEP Teacher	Teacher/Subject Area		10/15/15
	Coach		1/1/01
	Coach		1/1/01
Steve Tyler	School Counselor		10/15/15
Anthony Lodico	Superintendent		10/15/15
Mildred Cordova	Borough Field Support Center Staff Member _____ Staten Island		10/15/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R042** School Name: **P.S 42**
Superintendent: **Mr. Lodico**

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) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

When a parent or guardian registers a student, they complete the HLIS. On the HLIS they indicate their preferred language for written and oral communication. On any forms that are not readily available in translated versions, the school utilizes the Office of Translation and Interpretation. Additionally, paraprofessionals are utilized to translate in both oral and written situations such as parent meetings, emergency school notices and report cards.

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.

English, Spanish, Arabic, Russian and Polish

Part B: Creating a Communications Calendar

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

Parents receive an overview of the curricula, important dates for the year including parent-teacher conferences, state assessments dates and both formal and informal communication throughout the year. These documents are typically distributed in September and then reminders about the specific events are distributed as the events become closer.

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.

The school will have four scheduled parent teacher conferences throughout the year (two in the fall and two in the spring). Additionally, Tuesday afternoons are dedicated to parent involvement and parents may come in to speak to the staff during this time with or without appointments. If a parent shows up with an appointment, a translator will have been prearranged via staff or the translation and interpretation unit. If the parent does not have an appointment the school will provide a translator from the staff or utilize the over the phone services of the T&I Unit.

Part C: Providing Language Assistance Services

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

We will utilize the pretranslated documents whenever possible via the NYCDOE website. For school specific documents the school will utilize in-house staff and parent volunteers to translate documents that have not been planned for at least two weeks in advance. All other documents will be submitted for translation via the T&I Unit.

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.

We will utilize any and all methods (phone, on-site and vendors) to meet the needs of our parents based on the language and the amount of time we have been given to arrange for interpretation services.

Part D: Training Staff on Policies and Procedures

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

All staff will receive a copy of the T&I brochure. They will also be given information during Monday afternoon professional development sessions regarding the importance and necessity to provide parents with all documents and information in their preferred language of communication.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school will hang the welcome poster on the bulletin board that is at the entrance of the school. Each family will receive the Parents Bill of Rights and the Parents Guide to Language Access in their preferred language. The school safety agent and all secretaries and parent coordinator will have a Language ID Guide on hand at all times.

Part F: Monitoring and Quality Control

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

We will utilize the parent survey as the main mechanism to gather feedback.