



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>09X042</b>
<b>School Name:</b>	<b>P.S. 042 CLAREMONT</b>
<b>Principal:</b>	<b>LUCIA ORDUZ-CASTILLO</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. The Claremont Community School School Number (DBN): 09x042  
Grades Served: PK-5  
School Address: 1537 Washington Avenue Bronx, NY 10457  
Phone Number: 718-583-7366 Fax: 718-583-7345  
School Contact Person: Lucia Orduz-Castillo Email Address: lorduzcastillo@schools.nyc.gov  
Principal: Lucia Orduz-Castillo  
UFT Chapter Leader: Yolande Twiggs  
Parents' Association President: Choyce Perkins  
SLT Chairperson: Gregory Muir  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Choyce Pe  
Student Representative(s):

**District Information**

District: 09 Superintendent: Leticia Rosario  
Superintendent's Office Address: 1245 Washington Avenue Bronx NY 10457  
Superintendent's Email Address: Lrosario2@schools.nyc.gov  
Phone Number: 718 579 7143 Fax: 718 410 7017

**Borough Field Support Center (BFSC)**

BFSC: Team 8 Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462  
Director's Email Address: jruiz2@schools.nyc.gov  
Phone Number: 7188287776 Fax: 7188286395

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Lucia Orduz-Castillo	*Principal or Designee	
Yolande Twiggs	*UFT Chapter Leader or Designee	
Choyce Perkins	*PA/PTA President or Designated Co-President	
Oneida Solis	DC 37 Representative (staff), if applicable	
Choyce Perkins	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stephanie Rodriguez	CBO Representative, if applicable	
Greer Gardner	Member/ Teacher	
Sharon London	Member/ Teacher	
Eli Sosa	Member/ Parent	
Gregory Muir	Member/Teacher	
Tara Doherty	Member/ Teacher	
Adrienne Simmons	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Beverly Thomas	Member/ Paraprofessional	
Lydia Lopez	Member/Parent	
Kristina Aviles	Member/ Parent	
Michael Adekele	Member/ Parent	
Tiffany Swasey	Member/ Parent	
Kym Brown	Member/ CBO, Afterschool	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

#### **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.

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP Overview

Develop a narrative summary that includes:

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

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

Our school has a total of 73 staff members including three administrators and three lead teachers. There are 21 classes, 7 of which are ICTs and 1 that is a 12:1:1. Students receive visual arts, technology, music, science, and physical education & health outside of their classroom. In 2015-2016, students will also receive a math cluster.

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

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

Our school is entering its second year as a community school. In our first year, we chose CBO Bronxworks to bring a variety of supports that address academics, physical and mental health, extracurricular and enrichment activities and economic stability for both children and adults. This initiative will help to strengthen our school as a safe and stable environment for students. Our attendance continues to struggle despite the number of initiatives we have implemented this school year to target chronic absenteeism and promote daily assistance. While we have seen improvement in at least 20% of our students' arrival time, we continue to have an attendance average of 90%.

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

In addition to PBIS, students' social-emotional well-being is supported through our strategic partnering with Astor Children and Family Services, who has established satellite offering of services in our building. We have hired an additional full-time social worker using AIDP funds. Additionally, we have a full-time guidance counselor and an F-status guidance counselor whom work with our mandated and at-risk students.

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

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

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

While our school is able to show student progress per the ELA and Math NYS exams (2013-2014), the percentage of students that met state standards on both exams last year was 7% and 10% respectively. Our cut scores in 2014-2015 show gains in grades 3 and 5 compared to cut scores in 2013-2014. However, our challenge continues to be in bridging the learning gap for students in what they know and need to know; and in building the content knowledge and pedagogical skill in teachers, resulting in improved instruction and academic progress for students.

As a result, our key areas of focus this school year will continue to be **Curriculum Development and Support and Teacher Practices and Support** . This will include monitoring instructional tasks to ensure that they provide access to curricula while emphasizing rigorous habits and higher order thinking skills. Additionally, developing pedagogical skill to ensure a closer match between the school's vision in how students learn best to the actual practice in classroom. Last year's instructional focus was centered on providing feedback to students that is actionable. We saw improvement in the quality and consistency of the feedback in our classrooms. We are still developing our instructional focus for the 2015-2016 school year, and looking to

**09X042 School Information Sheet**

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

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

**Section 5A – 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>According to PPO and Quality Review feedback 2014-2015 the school must work to ensure that curricula and tasks consistently integrate the instructional shifts, emphasize rigorous habits and higher-order skills, and are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs have access to the curricula and are cognitively engaged.</p> <p>Our school’s strengths are based on the teacher teams and distributive leaderships that allow teachers to have a voice in key decisions as well as the facilitation of important grade level inquiry work. (PPO Feedback 2014-2015). There are structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning (Well-developed rating in Quality Review 2014-2015 page 2.) Teachers engage in inquiry based collaborations that strengthen teacher practice in the implementation of the Common Core Learning Standards. Teacher teams consistently analyze student data.</p> <p>Our current curriculum in ELA (Core Ready – Units of Study written by Pam Allyn) poses challenges to teachers in its implementation because of the broad objectives, lack of resources, and lack of guidance in supporting ELLs and SWDs. The school is considering adopting a new curriculum that better supports teachers in its implementation and continues to offer rigorous and common core standard aligned learning.</p>		

**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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2016, student assessment will show an increase of at least 6% of students performing at Level 3s and Level 4s as per NYS ELA Exam 2015-2016 and NYS Math Exam.**

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Afterschool Enrichment Program in ELA – academic intervention will be offered in small groups to support the students through rigorous tasks and demonstration of higher order thinking skills, in preparation for the NYS ELA exam.</p> <p>Guided literacy for lower grade students to build essential foundational skills in literacy and prepare them for testing grades.</p>	<p>Grades 3-5</p> <p>Grades K-2</p>	<p>November-April</p> <p>September - June</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Classroom Teachers 3-5</p> <p>Classroom Teachers K-2</p> <p>Interventionists</p>

Saturday Academy in ELA – academic intervention will be offered in small groups targeting specific skills within a focus area.	Grades 2-5	November- April	Principal Assistant Principal Classroom Teachers 3-5 Classroom Teachers K-2 Interventionists
Collaborative Lesson Planning to ensure alignment of objectives to standards, multiple entry points and rigorous tasks for students of varying subgroups, including ELLs and SWDs, and at different levels	All teachers	September - June	Principal Assistant Principal ELA Coaches Math Lead Sped. Coach Classroom Teachers K-5 ESL Teacher SETSS Teacher
Adoption of Teachers’ College Units of Study in Reading and Writing with professional development from TC. Participation of teachers in workshops at TC specific to teaching reading and writing to ELLs and SWDs	All classroom teachers	August- June	Principal Assistant Principal ELA Coaches

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Purchase of Teachers’ College professional development including year-long support with staff developer; additional tickets to workshops and participation in select study groups; per session for enrichment program in afterschool hours and Saturday academy to take place; allocation of Monday professional development time to go towards planning. Per session at training rate for teachers to attend the workshops; per diem to provide coverage for teachers attending the workshops. Coverage of ASCD membership fees, including conference participation, and coverage of NYCLA coaching hours.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

F&P reading levels – percentage of students reading below grade level as per January’s administration will decrease by 10% from September’s administration.

16% of students on grades 3-5 will score a level 3 or higher on simulation NYSED ELA and Math exams, respectively.

**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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

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

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

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E

**Part 1b. Needs/Areas for Improvement:**

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

According to the PPO feedback of 2014-2015, we have created an inclusive culture and climate that is beneficial to adult and student learning through PBIS, promoting students’ personal development and academic progress. The school community has embraced the PBIS system, recognizing and rewarding student and staff contribution to the establishment of a safe and respectful learning environment that embraces diversity and supports all learners. Our Quality Review corroborated the same findings, “The school has an extensive Positive Behavior Intervention System program that revolves around three expectations: be respectful, be responsible, and be caring.” (Quality Review 2014-2015 page 6).

Our challenges in this area lie in providing Tier 2 behavioral interventions to students who are not positively reacting to Tier 1 interventions. While the number of incidents has reduced significantly, the number of incidents generated by “Tier 2 students” has remained constant. Our work has to focus on seeing improvements with the 15% of students who do not respond to Tier 1 interventions of PBIS.

**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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, there will be a 20% decrease in the number of behavioral incidents in 2015-2016 as compared to SWIS reports from 2014-2015.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Continued implementation of PBIS with entire school community and purposeful inclusion of parents in PBIS initiative.</p>	<p>Entire school community</p>	<p>September - June</p>	<p>Principal Assistant Principal Teachers Instructional Support Staff Paraprofessionals</p>

			School Aides Administrative Staff Parent Coordinator Student Intervention Support
Implementation of PBIS Tier II – continue implementation of PBIS with support from IUB partnership; use a data-driven approach to action plan and continue to support implementation; target subgroup of students – Tier II; include parental involvement.	Tier II students	September - June	Principal Assistant Principal Teachers Paraprofessionals Student Intervention Support School Based Support Team
Participation in the Institute for Understanding Behavior (IUB) to offer professional development to all school staff in supporting social-emotional aspects and promoting positive behaviors.	All staff	September - June	Assistant Principal New Teachers (Classroom and Cluster)
Continued implementation of the Child Study Team composed of the social workers, guidance counselors, school psychologist, speech teachers, IEP teacher, SETSS teachers to focus on possible behavioral interventions for Tier II and Tier III student.	Tier II and Tier III	September - June	Principal Assistant Principal Social Workers Guidance Counselors School Psychologist Speech Teachers IEP Teacher SETSS Teacher

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding to cover the cost of partnering with Institute for Understanding Behavior. Incentives for students, parents and staff for displaying the three PBIS expectations. Per session for PBIS committee to convene twice per month.
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

There will be a 10% decrease in the number of incidents of a target group of students by February as compared to the number of incidents recorded for these students in November and December.

**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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our school’s professional culture continues to improve. As noted in the Quality Review (2014-2015, page 6), the school communicates high expectations. All staff members receive professional development in instructional areas. Staff members are publicly recognized via shout outs. School leaders have created an inclusive climate that is beneficial to both adult and student learning (PPO Feedback 2014-2015). Additionally, as also noted, teachers participate in intervisitations and provide feedback to colleagues and teachers who participate in off-site professional development assume responsibility for turn-keying their learnings with colleagues through workshops and other professional sharing.</p> <p>Our challenge in this area lies in creating instructional practices that lead to multiple points of access for all students. As noted in the PPO feedback, it is our goal to strengthen teacher pedagogy in the use of teaching strategies consistently to provide multiple entry points into the curricula so that all learners, including ELLs and SWDs are engaged in challenging tasks and demonstrate higher-order thinking skills in student work products and high level discussions. Furthermore, we have to deepen our ability to use assessment data, checks for understanding and self-assessment not only to measure instruction but to also adjust it.</p>		

**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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, 100% of teachers will receive professional development in literacy and math to build foundational content knowledge and strengthen pedagogical skill needed to align instruction with desired student outcomes.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional development in teaching reading and writing, inclusive of guided reading, at the elementary school level through Teachers College and Generation Ready.</p>	<p>All teachers</p>	<p>September - June</p>	<p>Principal Assistant Principal ELA Coaches TC Staff Developer (K-2) and (3-5) Classroom teachers Generation Ready Consultant</p>

Professional development in math instruction including unpacking of unit and planning of lessons, and participation in an adaptive lesson study .	All teachers	September - June	Principal Assistant Principal Math Lead Classroom teachers Math Consultant
Professional development in strategies to address ELLs and SWD students under the guidance of a special education lead, and RBERN consultant.	Teachers of ELLs and SWDs	September - June	Principal Assistant Principal Instructional Support Staff, including Sped. Coach Classroom teachers RBERN Consultant Generation Ready Consultant TC Staff Developers
Parental workshops on how to support children at home including Saturday learning fairs, Teach me Tuesdays, Parent Day at TC.	All parents	September - June	Principal Assistant Principal Parent Coordinator Community School Director ELA Coaches Math Lead Sped Coach Classroom Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Purchase of professional development package with Teachers College Reading and Writing Project; purchase of partnership with Generation Ready for Aussie Consultant Lisa Hansford; purchase of professional development with Math Consultant Christine King. Per diem to cover teacher absence while they attend the professional development.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E

	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>
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**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>50% of teachers will demonstrate growth in Advance data in at least two competencies in domain 1 and/or domain 3 from first round of Advance observations (October-November) to second round of Advance observations (December-January).</u></p>
<p><u>70% of teachers will receive professional development in the above areas by February 2016.</u></p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>An area of celebration for us is the use of resources including budget, space, coaches, and partnerships and other organizational decisions that are well-aligned, according to the PPO feedback, to and support the school's instructional goals and long-range action plans. We are noted for maximizing our organizational resources, making programming decisions and developing partnerships with organizations such as Reading Recovery and Generation Ready. There are distributive leadership strategies in place to promote teacher leadership and input from the staff.</p> <p>An area of challenge as a school is our student attendance. While there has been improvement in this area, the average attendance is at 90%. We have chronically absent students and students with increased tardiness because of an earlier start time this school year. In order to deliver instruction and see an increase in student achievement, students have to be in school more consistently. As noted in our Quality Review, "the school is in the process of becoming a community school and is committed to college and career readiness for all students." (2014-2015, Page 6). Our need is in using all of our resources, including AIDP funds, to strengthen our attendance and increase student presence in our school on a more consistent basis.</p>		

**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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school’s yearly attendance average will have increased by 3% totaling 93% for the school year in comparison to last year’s attendance average of 90%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Strategic use of AIDP funds as a community school including alignment of CBO afterschool program Bronxworks to CBO Bronxworks chosen for community school; hiring of social worker;</p>	<p>Entire school community</p>	<p>September through June</p>	<p>Principal Community School Director Parent Coordinator UFT Chapter Rep Social Worker Teacher on CST</p>

Continued implementation of attendance inquiry with subgroups of students to improve attendance of students by cycle.	Subgroup of students with chronic absenteeism	September through June	Principal Community School Director Parent Coordinator Attendance Teacher School Aides
Parental conferences will take place with parents of students who are identified as chronically absent every six weeks.	Subgroup of students with chronic absenteeism	September through June	Principal Community School Director Parent Coordinator Attendance Teacher Social Worker

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Incentives for student attendance including gift cards, certificates, and other prizes. Per session for attendance team members and other staff facilitate parental meetings, student activities and extracurricular activities as incentives for students.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>By February 2016, daily attendance average will be at 91.5% reflecting an increase of 1.5% compared to last school year.</u>
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Our Learning Environment Survey of 2013-2014 indicates that 96% of responders are satisfied with the school culture and systems for improvement, respectively. Last year, we increased our parental involvement by 5%. Our Quality Review (2014-2015) demonstrates that parents are informed of the school’s expectations via monthly parent newsletters, school messenger, parent engagement events such as “News with Orduz” and, “Children at Work Day.” (2014-2015, Page 6).</p> <p>While more parents may be attending parent events or while we have more parental events to offer, we would like to see more parents attend learning events so they are informed on how to support their children at home.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Parental involvement will increase in 2015-2016 by 2% as measured comparatively by parent sign-in sheets of parental events.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Strategic use of Tuesday Parent Engagement Time to lead Teach me Tuesdays - homework help for parents once a month.</p>	<p>All parents</p>	<p>September through June</p>	<p>Principal  Assistant Principal  Parent coordinator  Community School Director  Classroom Teachers  Interventionists</p>
<p>Continued offering of parent workshops on Saturdays and in the evenings on various</p>	<p>All parents</p>	<p>September through June</p>	<p>Principal</p>

topics that focus on how to support student achievement from home.			Assistant Principal Parent coordinator Community School Director Classroom Teachers Interventionists School Aides
Continual assessment of parents' needs and adjustment of services offered through AIDP Community School funds.	All parents	September through June	Principal Parent Coordinator Community School Director Social Worker UFT Chair Teachers Parents on CST
English as a Second Language evening courses for parents who are English Language Learners	All ESL parents	November through April	Assistant Principal ESL Teachers Parent Coordinator Community School Director

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for teacher of ESL course; per session for teachers leading parent workshops; structure use of one Tuesday a month for Teach me Tuesdays											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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By February, there will be a 2.5% increase in parental attendance at parent involvement events as compared to last year's parental attendance at parental involvement events.

**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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Reading Level  Simulation/Benchmark performance  NYS ELA Assessment 2014-2015	Guided Reading  Strategy Group  Ready  Foundations  Language Power  Imagine Learning  Strategy Reinforcement	Small Group  Small Group  Small Group  Small Group  Small Group  Individual	During School Day, 3-5 times a week  During School Day 2 times a week  During School Day, 3 times a week  During School Day, 2 times a week  During school Day, 3 times a week  Afterschool 2 times a week/Saturday School January-April
<b>Mathematics</b>	NYS Math Assessment 2014-2015 Growth Percentile  Performance on Key Standard across multiple tests	Go Math! Tier 2 & 3  Strategy Group	Small Group or One-to-One  Small Group	During School Day, 3 times a week  During School Day, 3 times a week
<b>Science</b>	Summative Assessments	Lab	Small Group	During School Day, 1 time a week
<b>Social Studies</b>	Summative Assessments	Reinforcement – shared reading/shared writing	Small Group	During School Day, 1 time a week
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Child Study Team Referral; Parent Referral; Teacher Referral	Guidance Counselor (2)  Social Worker (1)  School Psychologist (1)	Small Group or One-to-One	During School Day, 1 to 2 times a week

		Astor Social Worker		
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

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

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

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

### Part 3: TA Schools Only

### **3a. Use of Program Resources**

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

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

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

## **Part 4: SWP Schools Only**

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

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

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

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

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to 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	514,956.00		Pg. 13, 16, 19
Title I School Improvement 1003(a)	Federal			Pg. 13, 16, 19
Title I Priority and Focus School Improvement Funds	Federal			Pg. 13, 16, 19
Title II, Part A	Federal	171,449.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,681,678.00		

**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.

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

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

- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

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**Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

P.S. 42 Claremont Community School , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>65</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

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

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

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

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

- The Saturday Academy will provide support for ELLs who are currently at an advanced or intermediate proficiency level in grades Kindergarten- fifth. They will receive practice and support in developing academic language that is used on the 2014 NYSESLAT, test taking strategies focusing on writing (developing picture based stories and fact based essays), as well as reading (focusing on comprehension). Overall, the Saturday Academy will aim to address the development of oral language, listening, reading and writing skills, and test sophistication strategies. The program will run from January 23, 2015 to April 25, 2015 and will last for a total of 13 weeks. Sessions for this program will be: January

### Part B: Direct Instruction Supplemental Program Information

24, 31; February 7, 21, 28; March 7, 14, 21, 28; April 4, 11, 18, 15. Each session will be approximately 4 hours and will run from 8:30am- 12:30pm. NYSESLAT preparation workbooks will be purchased to provide support.

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

### Part C: Professional Development

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

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

Begin description here: \_

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

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

### Part D: Parental Engagement Activities

held by the parent coordinator.

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

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

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

### Part E: Budget

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

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

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

**Part E: Budget**

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>09</b>	Borough <b>Bronx</b>	School Number <b>042</b>
School Name <b>Claremont Community School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Lucia Orduz-Castillo</b>	Assistant Principal <b>Andrea Velez</b>
Coach <b>Vanessa Brissolese</b>	Coach <b>Victor Garcia</b>
ENL (English as a New Language)/Bilingual Teacher <b>Angelique Hernandez</b>	School Counselor <b>Joan Gatson</b>
Teacher/Subject Area <b>Wilson Toro- ENL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Oneida Solis</b>
Related-Service Provider <b>Janelle Ortiz</b>	Borough Field Support Center Staff Member <b>Olga Mejia-Glenn</b>
Superintendent <b>Laticia Rosario</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>448</b>	Total number of ELLs	<b>66</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<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 #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	66	<b>Newcomers</b> (ELLs receiving service 0-3 years)	60	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	60	0	0	6	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	9	10	8	11	9	11	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	2	0	1	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	2	2	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	0	0	0	0
4	9	1	0	0	0
5	5	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	10	2	1	0	0	0	0	0	0
4	9	3	0	0	0	0	0	0	0
5	5	2	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4	1	6	1	2	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.  
 P.S. 42 uses Fountas & Pinell and ECLAS-2 to assess the early literacy skills of our ELLs. This provides us with data relating to phonetic awareness, sightwords, reading accuracy, reading fluency, listening and reading comprehension, and speaking and writing skills. This informs our instructional plan by enabling teachers to instruct students according to listening, speaking, reading, writing, and phonetic awareness skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 We have approximately 8-13 ELL students per grade. In 2015, four students scored in the commanding range. In 2014, six students earned a score of proficient on the NYSESLAT. The majority of students who reached proficiency have been receiving services for 0-3 years. Other students have reached proficiency have been receiving services for 4-6 years.  
 The majority of ELLs can be found in the first, third, and fifth grade, followed by kindergarten, second, and fourth grades. Of the 66 ELLs, 3 arrived to the United States at the beginning of the 2015-2016 school year and speak no English. The majority of students who took the 2015 NYSESLAT or 2015 NYSITELL scored expanding or transitioning. Across the grades the majority of students are at an advanced or intermediate proficiency level. There are currently approximately seven students who scored beginning on the 2015 NYSESLAT or NYSITELL and thirteen who scored at the emerging level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 P.S. 42 uses the Annual Measurable Achievement Objectives (AMAO) in multiple ways. This tool yields data that can be used to focus on progress towards achievement of proficiency and help to design effective instruction programs and interventions. The data collected and produced in the AMAO also indicates factors that can be used when setting student goals and designing comprehensible and coherent instruction. The AMAO eliminates the need for hand calculations, thus saving time and eliminating errors. With this tool students can be filtered in order to have a clearer understanding of specific subgroup factors. We also use the AMAO to identify Advanced Early Warning Indicators into to apply targeted interventions for our at risk populations.
- 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. When looking at the 2015 NYSESLAT data and recently administered NYSITELL scores it clear to see that patterns develop across the proficiencies and grades. As a whole, ELLs writing scores declined slightly. Entering level students struggle across the four domains (listening, speaking, reading, and writing) . These students have been receiving ELL services for 0-3 years. Most intermediate students met or come close to meeting proficiency in reading, listening, and speaking but show a deficit in the writing domain. Many advanced students scores show a slight decline in writing, but show an overall gain in the other domains. Across the grade levels there has been improvement in the students' scores. Many have moved proficiency levels. Students who have not moved in proficiency levels also show a gain in growth from the previous year's NYSESLAT score.

The majority of ELLs testing is done in English, since there are currently only 4 entering level students in grades 3-5. Testing in the students' native language is available for use when needed across all grades. Several ELLs have used the Spanish translated version of the NYS MATH and NYS SCIENCE exams for reference when they struggle with content vocabulary, but continue to take the exam in English. Students also have access to and have been taught how to use the approved glossary that is avaiable for NYS Math and Science in their home language.

B. The ELL periodic assessment is administered to all ELLs in third through fifth grade. Once answer documents are scanned into school net all classroom teachers of ELLs have access to their scores and reports. Teachers use this data to target the linguistic, cognitive and academic skills across grades in literacy and all other content areas. Administartion is tracking the ELL students progress and needs by using the data to address streghtns and weaknesses of the students. There will be monthly data talks which consists of specific dialouge surrounding the ELL students. Administration will meet regularly with the ENL providers to discuss the trends and patterns of the ELLs as well. The Data Specialist has been charged with to disaggregate the data to identify the ELLs subgroup and track progress.

C. We have learned that our ELL students typically fair well with speaking and understanding the English language. The major area of struggle is in writing and reading. We have informed the ENL providers to provide heavy supports in writing and reading using a variety of ENL strategies. In addition, ENL providers use the push-in and pull-out models accordingly and have been asked to leave Anchor Charts and evidence within the classroom environment for students to use as a reference along with the classroom teacher.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RI Guide for Teachers of ELLs*.]

P.S. 42 uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework by using the baseline data. The data is used to guide instruction for ELL classroom teachers, as well as to provide guided help with NYS Common Core standards students are not proficient in. Students who fall two levels or more below receive AIS and Reading Recovery services.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
A child's second language development is considered in instructional decisions by using the data from various assessments, such as the NYSITELL and NYSESLAT as well as the periodic assessment and reports such as the RLAT and AMAO to drive differentiation for that child or group of children. The data that is gathered and analyzed to located the areas of strength and weakness. Children who are current ENL students or who are in transitional years of service are placed into ELL classrooms, unless they have an IEP that specifies other placement. ELL classroom teachers and ENL teachers work together to provide differentiation in lesson plans and activities for ELLs. During intergrated ENL, ELL classroom teachers and ENL ervice providers co-teach a given content area such as ELA. In ELL classrooms students are partnered with other students who have the same native language for support when needed. Translations of lesson materials and directions are available when needed to support students academic growth and new language development.

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?

Questions are not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our ENL program is evaluated based on running record growth, ECLAS-2 growth, NYSESLAT, and NYS ELA and Math scores. ELL groth is measured periodically with baseline, endline, and bench mark exams with in content areas as well.

## 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.

P.S. 42 follows the steps according to the NYS ELL Identificatopn Process. The Director of Family Support Services, the school secretary, the Parent Coordinator, and a licensed TESOL pedagogue will conduct the informal interview and Parent Orientation. Both, parentcoordinator and TESOL pedagogue are fully bilingual in English and Spanish. A TESOL pedagogue trained in the ELL identification is always available to administer and assist parents with the Home Language Identification Survey. Once the Home Language Identification Survey (HLIS) is competed a copy of the HLIS is then placed in the student's cumulative record folder. If the Home Language Survey indicates that the home language is English, the student enters the general monolingual education program. If the student's home language is not English, the Parent Coordinator seeks the ENL teacher who can conduct the informal interview in the parent's native language. Next, within 10 days, the ENL teacher administers the formal initial assessment, NYSITELL to the student. If the student scores within the proficiency range as indicated on the NYSITELL cut scores, the student is not identified as an English Language Learner and enters the general monolingual education program. If the students does not score with in the proficiency range as indicated by the NYSITELL cut scores, the student is identified as an English Language Learner and is placed in the appropriate program based on parent choice: a freestanding ENL program. Once the NYSITELL results show that a child is an ELL and the HLIS indicated that Spanish is the language used at home, a licensed TESOL pedagogue will then administer the Spanish LAB-R to determine language dominance. A parent orientation is conducted where the parents view the DVD and the 3 different programs are explained. Parents are made aware that P.S. 42 only has a freestanding ENL program and that we will help them to find the program of their choice or if the program opens up. Regardless of the program, as an ELL student, the student will take the NYSESLAT during the month of May, depending on the scheduled exam dates. The ELL student will continue to takethe exam until he/ she schore a level of proficiency on each of the language modalities: Listening, Speaking, Reading, Writing. The licensed TESOL pedagogue and the assistant principal in charge of testing will print out from the Automated School System (ATS) the following reports that help determine NYSESLAT eligibility: RLER(list of eligible students to take NYSITELL or NYSESLAT; RMSR (exam primary/ secondary report (ELA, MATH, NYSESLAT, NYSITELL); and the RNMR (NYSESLAT scores and modality breakdown).

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).

P.S. 42 uses a variety of assessments to help identify SIFE students within 30 days of their enrollment. After the NYSITELL is administered and students are placed in a class the ELL classroom teacher and/ or ENL provider complete running records through Fontas and Pinnell in order to determine the students reading level. ECLAS is also used for students in Kindergarten through third grade. Students classwork is analyzed by classroom teachers and ENL providers. The SIFE questionnaire and communication with parents/ guardians about the students academic history are also used. The SIFE questionnaire is an oral interview that is conducted with a student about their family and home background, education history, language and literacy practices, and other questions. It focuses on further understanding the students background not only as a whole but in understanding the interruptions the student may have had in their education. The EPRG appendix is also used to aid in SIDE identification.

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 enrollment process for students with IEPs is completed within 20 school days. When the student is registered the parent/ guardian fills out the Home Language Identification Survey (HILS) and an interview is conducted with both the parent and the student in both English and the Native Language. Once the HILS and interview is complete and the Native Language is a language other than English the Language Proficiency Team (LPT) is formed to review evidence of the student's English language development. The LPT then determines if the student should be recommended to take the NYSITELL. If the NYSITELL is recommended the student takes the exam to determine ELL status and the ELL identification process continues as with all students. If the student is not recommended, the LPT's recommendation is sent to the principal for review. There is a 20 day timeline for the LPT's decision to be accepted or rejected. Upon review, if the principal determines the student should take the NYSITELL, the student completes the exam and continues with the ELL identification process as with all students. However, if the principal agrees with the LPT and the student should not take the NYSITELL the determination is sent to the superintendent or designee for review. The parent or guardian is notified of the decision within 3 days of the decision. Upon review, if the superintendent or designee determines that the student should take the NYSITELL, the student takes the exam and continues with the ELL identification process as with all students. The ELL identification process is terminated if the superintendent or designee determines that the student should not take the NYSITELL.

The Language Proficiency Team (LPT) members consist of the following staff members at P.S. 42: Andrea Velez (Assistant Principal), Angelique Hernandez (ENL provider), Wilson Toro (ENL provider), Victor Garcia (3-5 ELA coach, IEP), Viviana Valentin (Fourth Grade ELL classroom teacher).

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

After a student has been identified as a LEP student, parents are sent the entitlement on non-entitlement letters with a tear-off sheet at the bottom to sign. The tear off sheet must either be immediately returned to the ENL teacher, or they can be delivered to the ENL teacher at the time of the Parent Orientation when the parent fills out the parent Survey and Program Selection forms if the student is

entitled to services. Parents who do not return the signed tear off sheet indicating that they have received the entitlement or non-entitlement letter and/ or do not attend the Parent Orientation to fill out the Parent Survey and Program Selection form will receive a follow-up from the Parent Coordinator, the ENL teacher, or the student's classroom teacher in the form of a phone call. A second copy of the letter will also be sent home with the student or will be mailed to the students house. Parents will also be addressed during other points of opportunity such as dismissal. Data for determining entitlement is gathered from the RLAT report taken from ATS or the hand scored grades of the NYSITELL.

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

In order to determine eligibility for both the NYSESLAT and NYSESLAT exams the RLER report is run from ATS.

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

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment through written form as a part of the entitlement letter. Letters are sent home in both English and the parents preferred language. Parents are also reminded of this right during the parent orientation. They are also given instructions on how the appeal process is completed.
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.

The Parent Orientation will be held immediately after the school has to administer the NYSITELL to newly enrolled students. A licensed ENL pedagogue fluent in English and Spanish will conduct the Parent Orientation for newly enrolled students. The entire process from registration to Parent Orientation and placement of students is completed within the 10 day window. The appropriate program: transitional bilingual, dual language, or English as a New Language (ENL) is chosen based on parent preference and number of students with the same native language in two contiguous grades. P.S. 42 currently only offers ENL. Parents whose children have been identified as ELL students according to the process outlined above in question one will be sent a letter to attend a Parent Orientation. During this Parent Orientation an agenda will be followed that includes: a review of the ELL process, a video that explains the available programs for ELL students, the Parent Selection and Survey form, the parents right to appeal the ELL decision, the parents right to transfer the student to a school where their program choice is located, and a Guide to Parents of ELL students. Following this, there will be a time for questions and answers. All newly admitted students throughout the year will follow this same process as described above in questions one and two. The first parent orientation will occur during the Welcome Back time frame scheduled in September. Subsequently, throughout the year, parents of newly admitted students will be given an individual Parent Orientation. Upon completion of the Parent Selection and Survey form, the original is placed in the students cumulative record folder. Parents who have chosen a TBE/DL will be notified immediately of either one of those programs become available in the school. Also, the school's administration (principal and assistant principal) will collaborate with the Network Leader and schools within their network to keep informed of TBE/DL availability and inform the parents. A bilingual program will be offered once the school has a minimum of 12 students in two contiguous grades, speaking the same language for which parents have requested.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

After a student has been identified as entitled to ELL services the parent/ guardian is sent the entitlement letter. This entitlement letter contains a time, date, and location for when the Parent Orientation has been scheduled. They are encouraged to call the parent coordinator and/ or the ENL provider to schedule a separate appointment if they cannot make the previously scheduled parent orientation. Parents are also sent a copy of the parent survey and are asked to complete and return by the date of the Parent Orientation. Parents who do not return do not attend the Parent Orientation to fill out the Parent Survey and Program Selection form will receive a follow-up from the Parent Coordinator, the ENL teacher, or the student's classroom teacher in the form of a phone call. A second copy of the letter with a new date, time, and location for the Parent Orientation will also be sent home with the student or will be mailed to the students house. Parents will also be addressed during other points of opportunity such as dismissal.

P.S. 42 monitors program survey, parent orientation, and program selection by using an excel spread sheet. After several attempts at reaching out to parents if the parent does not return the program selection survey and/or has not attended the parent orientation the student is placed in ENL as the default program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

P.S. 42 monitors Parent Survey and Program selection forms that have not been completed by using an excel spread sheet. Parents who do not return the Parent Survey and Program Selection form will receive a follow-up from the Parent Coordinator, the ENL teacher, or the student's classroom teacher in the form of a phone call. A second copy of the Parent Survey and Program Selection will

also be sent home with the student or will be mailed to the students house. Parents will also be adressed during other points of opportunity such as dismissal. After several attempts at reaching out to parents if the parent does not return the program selection survey and/or has not attended the parent orientation the student is placed in ENL as the default program.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement parent notification letters are sent home with students in both English and the parents prefered language. Once the placement has been made and the placement letter is completed and given to classroom teacher to distribute to students. A copy of the placement letter is kept in the ENL binder and is placed in the student's cumulative record. For students with low attendence the letter is mailed to the house.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
P.S. 42 retains all ELL documentation including but not limited to HLIS, non-entitlement letters, Parent Survey and Program Selection, entitlement letters, continued service letters, discontinued service letters, and program placement letters in the ENL binder. Copies are also located in the student's cumulative records as well.
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.  
Before materials are ordered for NYSESLAT testing the number of current ELL students is counted and the number of modified tests is determined (large print, brail, ect.) by using the RLER and RSPE reports from ATS. Students are then placed into groups based on their testing modifications and accommodations are made to meet IEP testing modifications (extended time, testing in an alternative location, time and a half/ double time/ no time limit, questions read/ re-read, ect.). For the speaking portion of the NYSESLAT students are tested individually with a trained staff member, who is not their ENL teacher, to score. Students are administered the listening, reading, and writing portions in groups according to modifications in small group locations. The exam is given based on grade bands: K, 1-2, 3-4, 5-6. Before administration of the exam the answer documents are checked for errors and missing information is filled in (years of service, home language). When materials arrive at P.S. 42 they are counted for accuracy and logged in. Exams and answer documents are counted and placed in manila envelopes based on the testing groups' numbers. Trained staff, that are administering the exam count and recount the number of exams and answer documents that they are receiving and sign off to ensure accuracy and accountability. The exams are then administered and materials collected. Students answer documents are filled in (Kindergarten and 1st grade) by a trained staff member that is not their ENL teacher to ensure security. Writing portions are graded at P.S. 42 by a team of trained staff who is not the student's ESL teacher. Staff grading will not grade more than 1/3 of each student's exam. Grades for speaking and writing are then recorded on the correct answer document. Scoring is done by trained staff members and adhears to the NYSESLAT scoring policies and procedures.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement and transitional support notification letters are distributed via hard copy to parents. After students who are receiving continued services are identified by using the RLAT letters are written in both English and the parents preferred language or the native language. Classroom teachers are given the letters to distribute to students. Copies of these letters are retained in the ENL binder for reference and in the student's cumulative record.
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).  
In the past two years, 100% of parents of newly admitted LEP students have requested Freestanding ENL. Yes, an ENL program model is offered at P.S. 42 that is alligned with parent requests. A bilingual or duel language program will be opened if needed. Parents who have chosen a TBE/DL will be notified immediatly of either one of those programs become available in the school. Also, the school's administration (prinicipal and assistant prinicipal) will collaborate with the Network Leader and schools within their network to keep informed of TBE/DL availability and iform the parents. A bilingual program will be offered once the school has a minimum of 12 students in two contiguoug grades, speaking the same language for which parents have requested.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

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

P.S. 42 will be using both stand alone and intergrated ENL for grades K-5 depending on the students given proficiency level. By using highly flexible grouping based on general education and assessment data (ECLAS-2, NYSESLAT, NYS Assessments, ELL Periodic Assessment, Running Records, and student work), including conference notes, students will receive instruction based on their language and academic needs. Instruction will include small group and whole group. ELLs receive instruction, including content area instruction in English using ENL methodologies.
  - b. TBE program. *If applicable.*

Not applicable
  - c. DL program. *If applicable.*

Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In order to ensure the mandated number of instructional minuets are provided, students are grouped by grade-level and by English language proficiency level with no more than two concescutive grades in a group for stand alone ENL. Entering and Emerging level students receive 360 minutes or 2 units of English as a New Language (ENL) instruction on a weekly basis in both intergrated and stand-alone models. Transitioning and Emerging level students receive 180 minutes of intergrated ENL instruction on a weekly basis. Commanding level students receive 90 minuets of intergrated instruction.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All content area instruction is delivered in English. Unit Objectives intergrate academic language objectives and content objectives. Objectives are common core aligned. All objectives are differentiated for students language proficiency. Such academic language objectives include the study of language structures, Tier 2 academic vocabulary and Tier 3 content area vocabulary. The facilitation of discussions is centered on the academic language objectives and further supported by question stems based on Webb's Depth of Knowledge Educational Objectives. ENL methodologies and strategies used to deliver the lessons include, but are not limited to: academic and content area language charts, visual charts, visual charts, realia, Total Physical Response (TPR), and graphic organizers to support the learning of languare and content objectives; as well as including activities that incorporate our ELL's life experiences and diverse cultures.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Although we do not have transitional biningual or dual language programs, new entrants, who speak spanish and are entitled to services based on the NYSITELL, are administered the Spanish LAB to determine their level of literacy in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELLs are administered a variety of assessments throughout the school year that will evaluate their growth in all four modalities (listening, speaking, reading, and writing). P.S. 42 uses the following assessments; ECLAS-2, Fountas and Pinnell, ELL periodic assessment, and chapter and unit assessments for common core curriculum. We also administer mock tests of the NYSESLAT, NYS ELA, and NYS MATH.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

All English Language Learners (ELLs) in the P.S. 42 ENL program, regardless of subgroup, will receive instruction based on language proficiency data from Fountas & Pinnell runing record assessments, P.S. 42 content area assessments, the NYSESLAT, and the ELL Periodic Assessment for grades 3-5. Together the ELLs' classroom and ENL teachers will analyze these assessments

as well as conference notes and use them to create goals based on academic language needs.

A. SIFE parents and their families will be introduced to the school community and the ELL program through an individual orientation meeting with the Parent Coordinator and the ENL Teacher. During this meeting, an explanation of school and classroom procedures will be explained. Primarily, the expectations will be set for the students to complete class work and homework. Also, as outlined in the Title III Instructional Program for P.S. 42, families will be strongly encouraged to attend the Saturday Academy; and to have their child attend the Bronx Works after school program.

Regarding instructional support, SIFE students will receive intergrated and stand-alone services to meet their linguistic and academic goals. The services are provided in small groups of no more than 12 students. Lessons are differientated for students with the use of ELL specific strategies, visuals, manipulatives, technology, and translations.

B. The newcomers will be supported with an ENL model through out the instructional day and will receive both intergrated and stand-alone services. The students focus will be to enhance their reading, writing, listening, and speaking skills through the use of graphic organizers, scaffolding, and vocabulary words. In addition the students will also be enhancing their reading skills with small group instruction as well as guided reading groups. The students will also be invited to attend a newcomer after school program in which they will continue to build both social and academic stills in English. Lessons are differientated for students with the use of ELL specific strategies, visuals, manipulatives, technology, and translations. Additional support will be offered on Saturdays with test sophistication strategies and test sophistication materials. The ELL/ SWD/ Holdover students will be serviced with intervention services such as AIS, Reading Recovery, and SETSS.

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

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

P.S. 42, families of all ELLs who have received 0-3 years of service will be strongly encouraged to attend the ELL Saturday Academy and or after school programs; and to have their child attend the Bronx Works afterschool program.

C. If a student still needs ENL services after three years in the bilingual/ENL program, his/her case will be examined and an extension of services will be determined. With the extension of services, the student will continue to stay in an ENL setting in order to be in an environment where they can excel academically, and to avoid inconsistency in program instruction. For ELLs who have been receiving services for 4 to 6 years, the ENL and the classroom teacher will review school and all ELL data to determine deficient areas in the modalities of listening, speaking, reading, and writing. The ENL teacher will ensure that all ELLs receive the instructional units allocated based on their levels of language fluency and academic proficiency. In addition, differentiating instruction by exposing students to more read alouds, listening centers, and oral conversations will ensure ELLs meet proficiency levels. Next, together the ELLs' instructors will set academic and language goals to be taught using the instructional resources from the RIGOR (Reading Instructional Goals for Older Readers) program to increase CALP through instruction of Tier II academic vocabulary and Tier III content area vocabulary. In addition, long-term ELLs will be offered an engaging curriculum , drawing on their backgrounds, and organizing collaborative activities to scaffold instruction. Also, in

collaboration with the classroom teacher and the ENL teacher we will create learning communities in the classroom where the students build confidence in themselves as learners. Instructional materials to support language proficiency are leveled and used accordingly based on the proficiency levels of the students. We take into account the point of entry of every ELL to improve student achievement and to ensure that ELLs are provided with a high quality education that will enable them to meet academic standards. The academic language development of our ELL population is planned accordingly to the program in which they are enrolled. Students in each grade level will receive daily, differentiated, small group guided reading instruction, using materials at the student's instructional reading level. Lessons are differentiated for students with the use of ELL specific strategies, visuals, manipulatives, technology, and translations.

Apart from the aforementioned additional instructional support, as outlined in the Title III Instructional Program for P.S. 42, families of all ELLs who have received 4-6 years of service will be strongly encouraged to attend the ELL Saturday Academy and after school programs; and to have their child attend the Bronx Works after school program.

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

E. Students who have reached commanding on the NYSESLAT will receive additional supports for two years. The ENL teacher will provide .5 units or 90 minutes of integrated services in a content area.

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.

P.S. 42 works ensures that a student's academic progress has not been adversely affected by the re-identification process. In order to ensure there is no interruption in education that may adversely affect the student he or she will remain in their assigned class until the process is completed and a decision is made. If the student is identified as an ELL they will be placed in an ELL classroom and will immediately receive services by an ENL provided in both integrated and stand-alone models. ENL service providers will consult with the committee on Special Education (CSE) if the student has a disability or is suspected of having a disability that may impact the student's ability to speak, read, write, or listen in English.

Six months from the date of the superintendent's notification to the principal, parent, guardian, and/or student the principal will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected. The principal will consult with qualified staff members including the classroom teacher and the ENL provider as well as review data and progress the student has made using classroom assessments. The assessments include but are not limited to writing samples, Fontas and Pinnell, ECLAS, baseline and end line assessments, unit work and assessments. Based on the recommendation from appropriate and qualified personnel and consultation with parent/guardian the principal will provide additional support services. If the decision is found to have an adverse effect on the student's academic progress the principal will reverse the decision the superintendent will be consulted. Parents and or guardians will be identified in writing in their preferred language within 10 school calendar days.

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

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

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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.

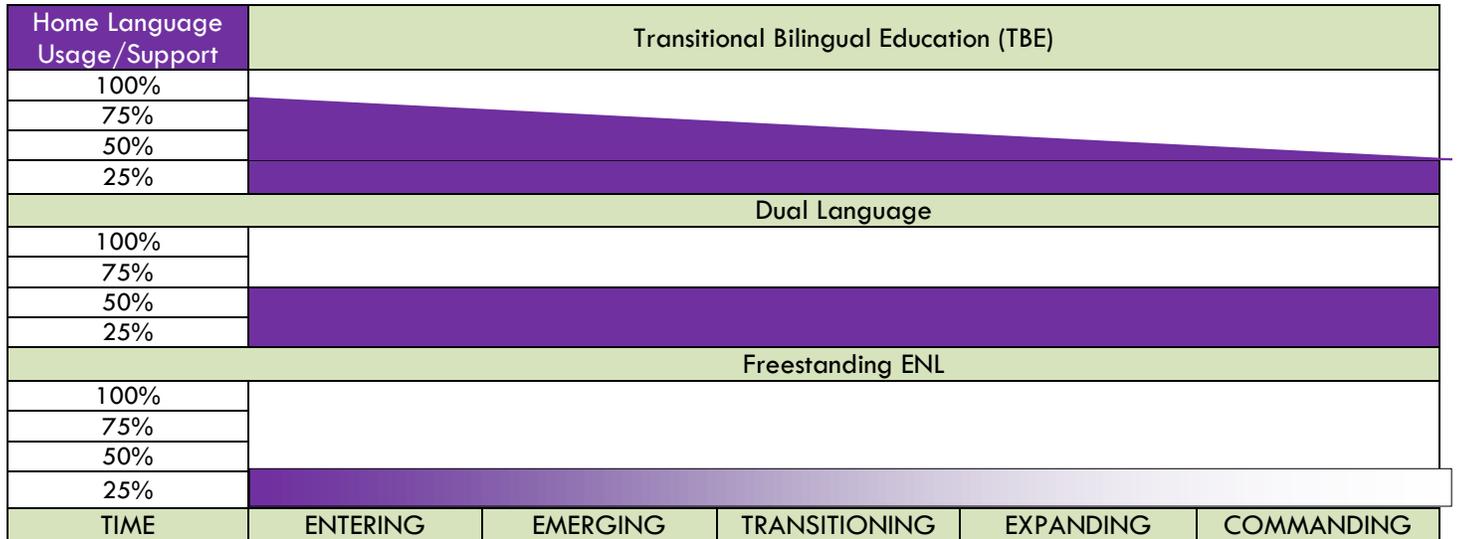


\*Note “other approved services” does not apply to New York City at this time.

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. All ELLs, regardless of subgroup, are receiving the mandated ENL, ELA, Math, and other content area allotted instructional time. For newcomers and long-term ELLs, instruction will include Tier II academic vocabulary and Tier III area vocabulary as well as content area concepts. In addition, for newcomers, lesson preparation will emphasize building background to prepare for vocabulary and concepts of Math, Science, and Social Studies units. Targeted intervention for content are instruction for ELLs with special needs and SIFE students will be followed as outlined above in corresponding sections. Our ELL Saturday Academy Program is used to provide academic intervention to our ELL population. English is the language in which intervention services are offered, however, with SIFE students, the native language might be used to strengthen students' native language proficiency and skills to ensure they are able to transfer these skills to the second language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Based on the number of ELLs that have met proficiency in the current ENL program model is meeting most of the content and language development of students. In 2014 P.S. 42 had 12 ELLs become proficient on the NYSESLAT. On the 2015 NYSESLAT had only 4 students become proficient but had student growth across the board in all proficiency levels. Although there is a decline in writing and it is the current deficit within ELLs it is clear to see that the ELLs are benefiting from having service providers use integrated instruction to aid them in their content and language development.
12. What new programs or improvements will be considered for the upcoming school year?  
ENL providers will focus on ELA content when providing integrated services in the classroom. More specifically writing will be the focused target. At the end of this school year 2015-2016, programming and scheduling will be reviewed by administration. During this time changes will be made to address the instructional needs of all ELL students.
13. What programs/services for ELLs will be discontinued and why?  
No ENL programs/ services will be discontinued for at least 2 years, providing students with extended services and testing accommodations, this is also pending that all current students become commanding and there are no new ELLs registered. Parent Survey and Selection forms will also indicate a need for a program change.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL students are invited to participate in any ENL afterschool and Saturday academy programs, Saturday Academy programs for NYS ELA and Math exams, after school programs including 5<sup>th</sup> grade band, chorus, studio and art, science clubs, guided reading programs, extra curricular physical education events and programs and the Bronx Works after school program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The instructional materials used to support ELLs are: SMARTboards, conference notes, small group plans, Fountas & Pinnell running record assessment materials, GO! Math and Hartcourt Science and Social Studies textbooks, Balanced Literacy leveled libraries (by levels and genres), picture and bilingual dictionaries, vocabulary-picturecards, and picture books. In addition, students students will be provided with laptops/ computers to access the following websites to support development: McGraw Hill Acuity (Reading and Math), Starfall, Brain pop (and Brain Pop Jr.)
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
The P.S. 42 ENL Program offers native language support through bilingual teachers and language buddies. Bilingual Spanish-English teacher provide language support when students are unable to communicate in English in the classroom. Language buddies are also provided to students whose teachers who are not able to communicate in the students native language if applicable. Language buddies are students who share the same native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services support and resources correspond to ELLs' ages and grade levels. All ELLs have a different entry point. Therefore, ELLs will be exposed to a comprehensive core curriculum in literacy and mathematics to meet the challenges of English Language Learners. Support staff providing instruction to our ELL population receives ongoing professional development on research-based coaching and teaching strategies to support our ELL community. The ENL teacher in collaboration with our literacy coaches, math coach, and classroom teacher select instructional materials that are age and grade appropriate in order to promote proficiency level.
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).  
Parents and students meet with the ENL teacher and receive the following in the student's native language if possible: tour of the school and student's classroom, and explanation of classroom rules and procedures, the homework policy, an after school program application, and contact numbers of the Parent Coordinator and ENL teacher.
19. What language electives are offered to ELLs?

**Not applicable.**

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)?

**Not applicable.**

## 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.)  
Teachers will receive professional development in multiple ways to monitor student progress. One way is through individual meetings after administering ECLAS, the ELL periodic assessment, and running records. The classroom teacher and the ENL provider will share student progress by analyzing classwork and assessment data. The meetings will be between the classroom teacher and the ENL teacher to discuss student progress towards academic and language goals by analyzing class work and assessment data, additionally, ongoing Professional Development which includes instructional support and technical assistance on the latest ELL policies and trends will be facilitated by our network ELL Support Staff. ENL teachers will attend network and citywide workshops, other teachers are encouraged to attend. Our workshops will focus on the implementation of ENL methodology throughout all content areas and the differentiation of instruction to meet the needs of our ELLs. ENL providers will turn key and or provide Professional Development to help aid all classroom teachers and instructional staff in ELL development. Professional Development will include but not be limited to strategies to help ELLs, understanding ELL data, and using the data to set obtainable goals. A copy of the calendar of professional development will be placed in the ENL binder when it becomes available. The professional development calendar consists of multiple in house PDs that are content based (Teachers College reading and writing, GO Math, and strategies for ELL development).
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?  
At P.S. 42 many different professional development resources are offered to teachers of ELLs in order to help support ELLs as they engage in the Common Core Learning Standards. Sara Martinez, from Fordham University, is providing professional development that is based on a needs assessment and data collection from the teachers of ELLs. We also hold grade level meeting that discuss strategies used to aid ELLs and scaffold/ differentiate instruction and have common planning time. Teachers of ELLs and other classroom teachers attend professional development offered by OELL and other organizations. To support the content teachers are sent to off site professional development sessions for both ELA (Teachers College) and Math (Go Math). Members of the go math and TC support teams also provide in house professional development with models as well. Classroom teachers are also implementing Visual Teaching Strategies (VTS) and will continue to be trained throughout the year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The school leadership, guidance counselor, and parent coordinator work together to create a well-designed transition plan to restore the sense of belonging once our ELLs leave our school. We have transition activities including open house visits to the new middle school. The guidance counselor and/ or parent coordinator will coordinate these visits and accompany parents and their children when needed. Also, we have information sharing between middle school administrators and counselors and elementary staff to help facilitate with the transition initiatives. In addition, our guidance counselor conducts individual and group meetings with ELLs to address the sensitivities and anxieties accompanying a move to a new school. The guidance counselor also ensures that parents attend middle school fairs. The school leadership encourages parents to work with us as partners in this effort to support our ELL population to help them recognize that becoming comfortable in a new school setting is an ongoing process. We make sure we build their self-esteem and encourage them to continue succeeding in this educational path.
4. 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.  
In addition to individual meetings, teachers will meet during NYC Professional Development (PD) days. The professional development workshops will insure that we are providing the required 7.5 hours of training for all staff. The PD workshops will teach subject matter that will develop teachers' understanding and knowledge of second language acquisition- on how to scaffold academic language objectives in order for ELLs to develop oral language skills that support literacy skills in reading and writing- ESL instructional strategies, and how to collect and analyze student data and use it to differentiate instruction. Therefore, teachers from grades K-5 will also use this time to collaboratively examine student work, conference notes, assessments, and share ENL teaching strategies that have worked for their students or need improvement. Teachers will also have the opportunity to observe the ENL teacher conducting demonstration lessons and discuss best ENL practices, techniques, and strategies. The ENL teacher will maintain sign-in sheets, agendas, and handouts to support teacher participation.

### 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?

P.S. 42 provides several annual individual meeting with parents of ELLs. These opportunities serve as a way to discuss goals of the ENL program, language development, language assessment results, and language development needs across all content areas (math, ELA, science, social studies), as well as a means to discuss social growth and development and concerns that the parent or providers have about the child. At all meeting copies of information are translated into the parents preferred language as indicated on the home language survey. Translation and interpretation services are also offered from bilingual staff members including classroom teachers, ENL providers, parent coordinator, support staff and classroom aids. In the event that the parent/guardian does not speak a language that staff members speak an interpreter will be brought into P.S.42. The annual meetings that P.S. 42 holds for parents of ELLs are; parent orientation upon ELL identification, scheduled parent-teacher conferences, parent information sessions conducted by the parent coordinator, back to school night, and conferences with the ENL providers. Additional conferences and meeting will be scheduled as needed.

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.

Records from annual meeting with ELL parents as well as outreach to ensure parent needs are accommodated are kept in the ENL binder. Copies of parent sign in sheets from conferences and meetings such as scheduled parent-teacher conferences are collected by the parent coordinator and held for reference. Parent communication logs are used to track in person meetings, phone calls, letters, and emails. Copies of all communication with ELL parents are stored with the ENL coordinator for reference.

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

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

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

#### **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:**

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)
Lucia Orduz-Castillo	Principal		1/1/01
Andrea Velez	Assistant Principal		1/1/01
Onieda Solis	Parent Coordinator		1/1/01
Angelique Hernandez	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Wilson Toro	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Vanessa Brissolese	Coach		1/1/01
Victor Garcia	Coach		1/1/01
Joan Gatson	School Counselor		1/1/01
Laticia Rosario	Superintendent		1/1/01
Olga Mejia-Glenn	Borough Field Support Center Staff Member _____		1/1/01
Janelle Ortiz	Other <u>Related Services</u>		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: **09x042**      School Name: **P.S. 42 Claremont Community School**  
Superintendent: **L**

### Before you begin, please check the following:

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

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

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

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

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.

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

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

The staff at P.S. 42 are also reflective of the needs of the community. P.S. 42 has a bilingual principal, a bilingual assistant principal, parent coordinator, and a few bilingual teachers and support staff. P.S. 42 has also partnered with Bronx Works, who has bilingual staff members in school to assist with parents needs. In order to ensure that parents language and interpretation needs are met a language report will be created and updated regularly for parents per grade and class.

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.

**Parent Preferred Languages**

English- 333- 65.7%  
Spanish- 129 -25.4%  
No Answer- 22 – 4.3%  
Arabic-6- 1.2%  
Soninke- 5- 1%  
Fulani- 4- .8%  
French-2- .4%  
Fanti- 1- .2%

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

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

## **Part B: Creating a Communications Calendar**

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

Monthly school calendars, grade level news letters, parent-teacher conference announcements, after school program information, NYS testing memos to inform parents of the dates for exams (NYSESLAT, NYS ELA, NYS MATH, NYS SCIENCE), school events (family nights, dances, movie nights, earth day, end of year carnival, seasonal festivals), back to school night, supply lists, notices from school nurse, ENL documents (entitlement, non-entitlement, continued services, parent survey and program selection, discontinued services)

Notices are periodically sent throughout the school year in a timely manner to ensure that parents and guardians have prior notice for when the events will be occurring.

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.

back to school night (september), parent-teacher conferences (periodically through out the year), parents at work days (through out the year), attendance teacher communications (when a student is absent frequently), guidance counclor calls (as needed to discuss concerns), informal meetings at dismissal

Prior to formal face-to-face meetings and events an interpretations vendor will be contacted and scheduled to assist parents whose preferred language is not spoken by staff members.

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

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.

To meet the oral interpretations services goals, P.S. 42 will use their in-house school staff to meet the needs described in part A. During parent workshops and school wide events, a translator will be present to assist in all communications. During parent teacher conferences, all bilingual support staff with be able to be used for translation. When the teacher can not directly serve as a translator himself or herself, other in house staff will be available for translation. We plan on meeting out written translation service goals by using our bilingual personnel and also ordering outside resources. On a school wide level, P.S. 42 will allow ample time for in-house school staff to translate school communications. These noticies will build a strong base for communicating upcoming school events and important announcements. During parent workshops Spanish resources will be available to assist in our family literacy iniative and also offer more resources to these families. These will be ordered from an outside vendor. Lastly, on a class level, the ESL teacher(s) have the capicity tp use their bilingual skills to make daily communications, homework assignments, directions, and all other classroom communications in both English and

Spanish. Our goal is to use the translator services offered by the NYC DOE for non-Spanish speaking students and parents when possible. These services include phone translators, document translations and translator, as well as other services that are provided to enable clear communication with our students. Translation services will also be provided to the school assessment to meet our students needs. Should translation in a language not spoken by staff member be required actions will be taken to provide outside vendor translator services.

Translation and interpretation needs will be met for lower incidence languages by contacting an outside vendor. Documents will be obtained in other translations for parents through the written translation services offered in the DOE. For in person translations, a translation vendor will be contacted and scheduled for in house needs. For telephone conferences a third party translator will be contacted and used for the call.

## **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.)

We will ensure that all school members including teachers, paraprofessionals, aids, and other staff are aware of how to use translation services via memo. All staff members will receive the T&I guide, Language ID Guide, and Language Palm Card.

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

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

### Checklist of Notification Requirements

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

As per Section VII of Chancellor's Regulation A-663 P.S.42 will fulfill parental notification requirements for translation and interpretation services by posting welcome signs and notices in both English and Spanish (the most prominent language). Parents will be provided with translated copies of the Parents' Bill of Rights and the Parents' Guide to Language Access. Parents will be informed in both written and oral communications on how to access translation services that are not currently available in the school. Language ID Guides will be provided at the security desk and in the main office.

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

## **Part F: Monitoring and Quality Control**

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

P.S. 42 will use periodic parent surveys to gather feedback from parents on the quality and availability of translation and interpretation services. Parents and guardians will also have meetings with the PTA and Bronx Works in order to further gather information about needs and quality of services that are offered.