



**THE HARRY T. STEWART, SR. SCHOOL
PS 92 QUEENS**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (30Q092)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 92 **SCHOOL NAME:** Harry T. Stewart, Sr. School

SCHOOL ADDRESS: 99-01 34th Avenue, Corona, NY 11368

SCHOOL TELEPHONE: 718-533-1013 **FAX:** 718-533-1083

SCHOOL CONTACT PERSON: Pasquale Baratta **EMAIL ADDRESS:** pbaratt@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Karen DiMaira

PRINCIPAL: Pasquale Baratta

UFT CHAPTER LEADER: Geraldine Clark

PARENTS' ASSOCIATION PRESIDENT: Francisca Eloa

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** 2.02

NETWORK LEADER: Nancy DiMaggio

SUPERINTENDENT: Dr. Phil Composto

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Pasquale Baratta	*Principal or Designee	
Geraldine Clark	*UFT Chapter Chairperson or Designee	
Francisca Eloa	*PA/PTA President or Designated Co-President	
Dora Argudo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Adelaida Tenorio	Member/Parent	
Angie Rosero	Member/Parent	
Ana Grant	Member/Parent	
Bernardo Villegas	Member/Parent	
Dania Solis	Member/Parent	
Norma Blanco	Member/Parent	
Eulanda Lewis	Member/Parent	
Karen DiMaira	Member/ UFT and SLT Chair	
Wendy Rajeh	Member/UFT	
Sonia Torrent	Member/UFT	
Connie Burdett	Member/UFT	
Janice Lynx	Member/UFT	
Clare Pfeifer	Member/UFT	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Our vision at P.S. 92 is to provide a safe, comprehensive education for our children, preparing them to be responsible members of society. Parents are encouraged to partner in their children's education. High expectations are part of our Mission Statement: "All students at P.S. 92 will participate in learning activities that challenge them to reach their highest potential. Teachers and staff will work with parents to support our children. Our mission is to do our best every day."

The Harry T. Stewart Sr. School is a Queens elementary school with 888 students from pre-kindergarten through grade 5. The school population comprises 3.2% Black, 94.7% Hispanic, 0.5% White, and 1.7% Asian students. The student body includes 54.7% English Language Learners and 14.5% special education students. Boys account for 49.2% of the students enrolled and girls account for 50.8%. The average attendance rate for the school year is 96.4%. The school is in receipt of Title I funding with 100% eligibility.

Students requiring services receive the full continuum as indicated on their IEP's. They include occupational and physical therapy, speech services in English and Spanish, SETTS in English and Spanish and adaptive physical education. In addition 486 of the students are English Language Learners, a vast majority are Spanish language speakers. In the category of "recent immigrants" 51 have immigrated to the U.S. within the last three years.

The school consists of 64 pedagogues and support staff: one Principal, two Assistant Principals, one Parent Coordinator, one Literacy Coach, one Math Coach, one Health Coordinator, one ESL Coordinator, one full-time Guidance Counselor, one full-time bilingual Guidance Counselor (Title I, Part A funding), 13 Paraprofessionals, 2 Secretaries, one School Safety Officer and 11 School Aides. Tax Levy fair student funding is used to pay the salaries of a majority of these staff members. (Tax Levy is also used to provide Per Diem to substitute teachers, Per Session payments to teachers for after school programs, and educational material such as educational software, library books, and general supplies.)

P.S. 92 implements the Teachers College Reading and Writing Project guided by the Literacy Coach. This program is supported by *Foundations* and *Words Their Way*.

The Everyday Mathematics Program is used in all grades supported by the school's Math Coach. It provides a comprehensive, balanced approach to learning math. The program goes beyond basic arithmetic focusing instead on developing students' higher order and critical thinking skills. Students progress to proficiency by using real world problems and situations. Technology is incorporated into instruction through the use of computer software.

Students in grades 3-5 take Interim Assessments provided by ACUITY. Teachers can then review the results to provide differentiated instruction in reading and math. There is also small group instruction in Literacy using the Passport Voyager Program (Title II A funding).

Our Science program follows the ISC Scope and Sequence for Science. The goal is to encourage students to question and investigate the natural world using the Scientific Method and through their participation in the annual Science Fair.

Our Social Studies program follows the guidelines of NYS per the DOE Core Curriculum. This is incorporated through read aloud, direct instruction and trips to different Museums (Title 1 SWP funds).

P.S. 92's Library program gives each student the opportunity to visit the library to borrow or return books. The Librarian provides opportunities for children to find and use information. Students are also instructed in various media. Members of our community are invited to Career Read Aloud Day. During this event guests read to the children and discuss their careers.

Music teachers provide instruction in chorus, band, instrument and music. The chorus is invited to perform at events throughout NYC in December. The school show, a performance every June, highlights the talents of our students in voice, dance, performance, and band. The performance is open to our parents, school staff as well as members of our community. Our keyboard lab enriches our program.

The Physical Education program fosters physical and mental development and advocates a healthy life style. Our students receive instruction in the NYC HIV/AIDS Curriculum from a trained professional staff member in this mandated curriculum.

The Art program allows students to use a variety of media and techniques to explore different themes and cultures (Title IIA funding). Children create beautiful artwork which is displayed throughout the school.

Each classroom has at least two computers networked to our IBM system. The main lab has thirty-two Dell units and one laptop. A smaller lab has 10 desktop computers for small group instruction. A laptop cart with thirty laptops provides access to technology in classrooms. Two computer teachers coordinate our technology program. Students use the internet for research, web-based literacy, and mathematics. Grade one uses the Headsprout Early Reading Computer Program during the school day. Grades four and five use the Achieve 3000 Program for computer assisted differentiated instruction.

There is one full-time guidance counselor. The Pupil Personnel Team reviews and facilitates "at risk" services for students.

Special Education support services include speech and language therapy in both English and Spanish, counseling, occupational therapy, physical therapy, hearing and vision services and adaptive physical education. Classroom teachers and support providers consult regularly. Paraprofessionals provide classroom support to students for crisis management and IEP (Individual Education Plan) Health support (IDEA funding provided).

The goal of the ESL program is to teach all English Language Learners (ELL'S) to listen, speak, read and write in English. The bilingual program provides students with self-contained bilingual instruction. The ESL Coordinator oversees the ESL program while our Assistant Principal Esther Reyes oversees the Bilingual program. Many ELL students attend an after-school program to assist them with homework assignments. Children also attend after-school funded by outside organizations such as The Coalition for Hispanic Family Services.

The Parent Coordinator functions as liaison between our staff and our parents. Parents participate in Learning Leaders, encouraging them to support classroom learning. Our Family Worker

coordinates activities designed to encourage parental involvement in the school. Parents also attend workshops based on the results of the Parent Needs Assessment.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Located in Corona Queens, P.S. 92 is comprised of a special ethnical mix that goes beyond basic racial/ethnic origins. The largest group is Hispanic or Latino which comprises 94.7% of the student population. It is followed by 3.2% African Americans, 1.7% Asian and 0.5% White. It is clearly noted that the most diversity occurs within the Hispanic group where students represent Mexico, Ecuador, Columbia, the Dominican Republic and three other South American countries. It is also noted that a large percentage (54.7%) of that group are English Language Learners.

In the analysis of information available, it was concluded that the Hispanic or Latino group made adequate yearly progress in English Language Arts and Mathematics in the 2009-2010 school year. The limited English students also made adequate yearly progress in English Language Arts and Mathematics in the 2009-2010 school year. Students with disabilities made adequate yearly progress in Mathematics and missed making adequate yearly progress in English Language Arts by one point of their Safe Harbor Target.

PS 92 is a Title 1 school, receiving funds for students who are of a lower socioeconomic background and are not performing at grade-level. Funding is used to provide additional instructional resources for this population. Professional Development is provided for teachers to meet high educational standards in their field. Funding also provides assistance for parental involvement and translation services for non-English speaking families. Title 1 funds are also used to pay salaries of teaching personnel.

Looking at the ESL program as a whole we focused on improving student reading and writing performance on the New York State English as a Second Language Aptitude Test (NYSESLAT) exam for children across the grades. We made adequate yearly progress in improving the reading and writing performance on the NYSESLAT exam and will continue to support our students this year.

In the past two years, our Inquiry team school-wide focus has remained on English Language Learners and Reading. It has helped us to identify certain strategies and skills that have led to school-wide change in how we address vocabulary and its connection to comprehension.

In light of the new Common Core State Standards this years Inquiry Teams will expand their focus to include a multi-disciplinary approach.

For the past three school years, the New York City Department of Education Progress Report has rated P.S. 92Q as an “A” school. We continue to ensure implementation of best practices on a consistent school-wide basis and differentiated instruction and intervention strategies.

Examining the Accountability and Overview Report for the previous two school years it was concluded that the number of limited English proficient students achieved their goal of adequate yearly progress. We will continue to focus on English Language Learners/Limited English Proficient students with improved instruction, supplemental programs, and strategic budgetary spending on materials and equipment to continue to help them meet their objectives.

ELA

Data analysis reveals that like every other school in New York City we had a very large increase in Level 2 students due to the expansion of the performance indicators now being used by New York State. However, our data indicates that we did have a decrease in our Level 3’s and Level 4’s using the previous performance indicators. Based on that information, our focus will be to ensure that our high Level 2’s progress to Level 3’s according to the new performance standards.

Writing samples assessed and reviewed by the administration indicate that students’ writing skills have improved. Most students are able to plan, write, and self correct independently.

Writing is also a key factor regarding student performance on the State Social Studies Test. Fall 2009 scores indicate that 88% of fifth grade students scored Level 3 and above.

The use of Foundations has been successful for grades K-2. Computer assisted technology supports progress in Literacy. Voyager Passport has continued to produce growth for students engaged in our AIS (Academic Intervention Services) program. Services have been provided during the school day and after school. The Teachers College (TC) uniform curriculum in ELA (English Language Arts) continues to provide the students with a research based Reading and Writing Program. We also continue to use the Headsprout Early Reading Computer Program during the school day to assist students in Grade One. Teacher’s data notebooks are beginning to reflect all evaluation results more accurately. Our next step will be to administer Reading ITA’s (Instructionally Targeted Assessments) so that we may use item skill analysis to drive instruction and further supplement our TC (Assessment Pro) data.

Mathematics

Data analysis reveals that like every other school in New York City we had a very large increase in Level 2’s due to the expansion of the performance indicators now being used by New York State. However, our data indicates that we did have a decrease in our Level 3’s and Level 4’s using the previous performance indicators. Based on that information, our focus will be to ensure that our high Level 2’s progress to Level 3’s according to the new performance standards.

We will continue to provide AIS services for our students within the school day and after school. These services will include, computer assisted instructional technology and small group data driven instruction. Math Coach and Lead Teachers will continue to attend Math Title IIB Workshops. Information will then continue to be shared with the staff during common grade preparation periods.

Accomplishments

Our ESL (English as a Second Language) Department includes an ESL Coordinator and additional ESL providers. More of our teachers have become certified in ESL by New York State. Our Assistant Principal Ms. Esther Reyes supports our children as a Bilingual Administrator, increasing the school’s ability to communicate with parents and children.

Our Special Education program continues to include 5 CTT classes, two of which are ESL classes. Teachers of students with IEP's (Individual Education Plans) have been provided with Teachers College Professional Development to focus on goals and objectives. Paraprofessionals have been added in two classes to assist teachers with children who are at risk. A third Speech Provider was added due to the increased amount of students requiring speech services. A Bilingual Spanish school based Social Worker provides counseling for our Hispanic student population.

Teachers College Reading and Writing Project and Everyday Mathematics Program continue to be our instructional programs supported by the Literacy and Math Coaches. The Coalition of Hispanic Family Services serves as an after school program that provides Music, Art and Physical Education to our students.

Significant Strengths:

- Our Learning Support Organization provides instructional guidance and support for all departments.
- Principal attends monthly network meetings.
- Principal, Assistant Principals and selected staff participate in Title IIB Math Workshops and Teachers College Workshops.
- Professional Development is provided by Teachers College Calendar Days as well as in house Staff Developers.
- Staff works collaboratively in all phases of the educational process.
- Our dedicated Parent Coordinator has a strong connection with the parents and community.

Significant Challenges:

- A high level of mobility continues to pose a challenge to classroom teachers who are affected when families move to other locations or take time out in the school year to travel abroad.
- Newcomers in all grades with interrupted formal education.
- Increase in the number of students requiring Bilingual and ESL services.
- There are many more students in our classrooms that require "at risk" services from Tier II providers thus creating a significant increase in both PPT (Pupil Personnel Team) and School Based Support Team evaluation referrals.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Description
Smart Goal 1: By June 2011, the number of teachers implementing higher order thinking skills to students who scored high level 3’s and 4’s in their previous year will increase.	In Quality Review area for improvement and the Parent Survey it was concluded that not enough instruction was being given to students scoring high 3’s and 4’s on state exams.
Smart Goal 2: By June 2011, 95 percent of teachers will use data to provide differentiated instruction that meets the specific needs of all students in the content areas.	As indicated in the Quality Review there was a need to develop teacher skills to plan consistent and effective differentiated instructional practices.
Smart Goal 3: By June 2011 the percentage of Limited English Proficient students in grades 3 to 4 who score is level 3 or 4 will increase four points from an average of 42 % to 46 %.	The results of ELA performance as indicated on school assessment shows that more than 50% of students are scoring below the equivalency of level 3.
Smart Goal 4: For the 2010-2011 school year PS 92 faculty will expand inquiry team work to at least 95%.	During the 2009-2010 school year, 60% of teachers participated in inquiry teams.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Smart Goal 1: By June 2011, the number of teachers implementing higher order thinking skills to students who scored high level 3’s and 4’s in their previous year will increase.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Track student scholastic performance from previous years. Select students based on scores and classroom teacher input. Provide professional development on differentiated instruction and learning for gifted students (funded through Title 1 SWP). Teachers to share ideas for projects for most able students during common prep periods. Provide after school program to focus on maintaining and improve performance of students who scored high 3’s and 4’s on state exams (funded through TL Fair Student Funding). Identify areas where children can excel through the various programs offered in the school. Provide programs school wide through music and art.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Per Session funding made available for After School teachers for hi level 3’s and 4’s. Faculty members assigned who have taught gifted students in previous years after school programs. Budget for supplies to fund materials such as books and general supplies. Class schedules to include time to focus on higher order thinking skills.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- The development and maintenance of individual assessment binders.
- The development and ongoing refinement of curriculum maps to guide instruction.
- Agendas, sign-in sheets, documentation for evidence of professional development.
- Common planning time in weekly schedules and programs.
- Cabinet meetings, teacher observations, participation in professional development.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Smart Goal 2: By June 2011, 95 percent of teachers will use data to provide differentiated instruction that meets the specific needs of all students in the content areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide professional development on differentiated instruction (funded through Title 1 SWP). Identify different groups and abilities within each classroom. Focus on strategies that can be implemented the same day or for common units of study. Lead teachers will be assigned to help turnkey new practices learned. Teachers will also be able to identify strategies for existing programs. Teacher methodology will be evaluated during formal observations and classroom visitations.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Differentiated instruction will continue to be a focus with ongoing literacy and math professional development already in place. Coaches will be available to assist in scheduling individual class activities. Professional development will be provided based on availability of funds for 2009-2010. Prep schedule will give time to teachers to share ideas and concerns.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Student portfolios will show different levels of teaching for different groups. • Student data binders to monitor progress. • Professional development attendance sheets. • Grade meeting attendance sheets to show collaboration between teachers. • Formal observation reports by administrators providing description of new strategies.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Smart Goal 3: By June 2011 the percentage of Limited English Proficient students in grades 3 to 4 who score is level 3 or 4 will increase four points from an average of 42 % to 46 %.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students will be evaluated based on ELA scores and teacher input from previous year. Identify teacher need for Professional Development in supplemental teaching strategies (funded through Title III LEP funds). Teacher will be given opportunity to try techniques in literacy suite. Improve instruction to teachers by providing on-site facilitators who specialize in ESL students (funded through Title III LEP funds). Educators will be periodically evaluated by administrators formally and informally.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Appropriate libraries/books and material will be provided with Title III/ESL allocations. ESL departmental meetings to keep teachers informed and focused. Professional Development to be given on a turn-key basis by coaches to staff. Schedule will allow common preparation periods to provide time for teachers to share best practices and for time for inquiry work.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Individual assessment binders will contain running records, conferring notes, and periodic assessment. • Rubrics will help analyze student work. • Sign-in sheets from professional development and meetings with Literacy Coach. • Common planning time according to grade level incorporated into school program. • Supplemental programs which focus on higher level thinking.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Smart Goal 4: For the 2010-2011 school year PS 92 faculty will expand inquiry team work to at least 95%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will attend professional development on the use of ARIS (funded through TL Children First Inquiry funds). The school schedule will give time for teachers to meet with team members during each week. Core Inquiry Team members will meet after school in order to turnkey information to their respective groups (funded through TL Children First Inquiry funds). All Classroom Teachers will be part of inquiry team work. They will be able to work on common grade levels or work with teachers on a common topic. Progress will be monitored by AP's.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Core team created to coordinate and lead inquiry teams with their focus and direction. Funding to allow core inquiry team members to meet once a month to discuss strategies and progress. Prep schedule created to offer one period a week specifically for inquiry work. Training and Staff Development offered by Children First Network personnel to all staff.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Music, Social Studies, Science, Phys. Ed. and Art Teachers will identify target groups in their subject areas. • Teachers will document work, student progress, and next steps. • Sign-in sheets and minutes from team meetings.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	25	25	N/A	N/A	4	0	3	9
1	40	46	N/A	N/A	6	0	2	14
2	24	36	N/A	N/A	8	0	4	11
3	40	58	N/A	N/A	8	0	7	21
4	59	9	12	50	6	1	6	17
5	30	7	25	15	6	1	9	7
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><u>Kindergarten</u> - Phonemic Awareness-Sandier/Oxford/ Supporting Comprehension through Vocabulary Development using Mentor Texts (I. Beck) Tier 2 Vocabulary-small group instruction during the school day.</p> <p><u>Grade 1</u> - Supporting Comprehension through Vocabulary Development using Mentor Texts(I. Beck) Tier 2 Vocabulary/Headsprout - 37.5 (extended day) Computer Lab -Small group instruction during the school day.</p> <p><u>Grades 1-2</u> - Foundations RTI (Response To Intervention) Double Dose Program Small groups 37.5 minutes during the school day.</p> <p><u>Grades 2-3</u> - Voyager/ Comprehensive Assessment of Reading Strategies/ Spotlight on Reading/ Barnell Loft/ Supporting Comprehension through Vocabulary Development using Mentor Texts (I. Beck) Tier 2 Vocabulary - Small group instruction during the school day.</p> <p><u>Grades 2-3</u> - Headsprout Early Reading Program during the school day.</p> <p><u>Grade 3</u> Wilson - Small Group Classroom and 37.5 minutes during the school day.</p> <p><u>Grades 4-5</u> - Guided Reading/Supporting Comprehension through Vocabulary Development using Mentor Texts (I. Beck) Tier 2 Vocabulary/ Reward Program - small group instruction during the school day.</p> <p><u>Grades 4-5</u> - Headsprout Comprehension- Computer Assisted Differentiated Instruction - during school day.</p> <p><u>Grades 3-5</u> - After School Program – ELL/Former ELL (English Language Learners) Homework Help and Test Preparation Grades 3-5 Reading Extension Program.</p> <p><u>Grades 3-5</u> - Bilingual Newcomers- SIOP (Sheltered Instruction Observation Protocol) Thematic Approach - ESL small group instruction during the school day/After School Program Homework Help and Test Prep.</p>
Mathematics:	<p><u>Kindergarten</u> - Number Sense/Number Conservation Concepts through extensive use of manipulatives – small group instruction during the school day.</p> <p><u>Grades 1 - 5</u> Get Ahead in Math - Small group instruction –during the school day</p> <p><u>Grades 3 - 5</u> Test Ready - Small-group instruction during the school day.</p> <p><u>Grades 1 -2</u> Hands-on interactive instruction in basic mathematics and problem-solving, with a focus on Math vocabulary during 37 1/2 minutes extended instruction.</p> <p><u>Grades 3 - 5</u> Comprehensive Math Assessment - Small group instruction –Test Prep – After School Program (Grade 4 Kaplan - Test Prep – After School Program).</p>

Science:	Discovery Works Reading Support Series & Focus on Science - Small group instruction for grade 4: additional science periods during the school day. Passports: Science Vocabulary - Grade 3 Science Supports - during the school day. Grade 5 Science – NYC Edition Harcourt School Publishing 5 th grade - small group instruction and 37 1/2 minutes during the school day.
Social Studies:	Grade 5 Social Studies Standards - Small group instruction in the classroom - Emphasis on Data Based Question (DBQ) Writing (Thematic Essay), Building Content Vocabulary/Accessing & Building Prior Knowledge. Grade 4 Social Studies Standards–Small group instruction in the classroom - Emphasis on DBQ Writing (Thematic Essay), Building Content Vocabulary/Accessing & Building Prior Knowledge.
At-risk Services Provided by the Guidance Counselor:	At-risk counseling is provided by the Guidance Counselor to students determined to require intervention by the Pupil Personnel Team. Counseling is provided during the school day in small groups or individually.
At-risk Services Provided by the School Psychologist:	We have a full-time Psychologist who along with her full testing caseload provides counseling support serviced to selected students who require her expertise.
At-risk Services Provided by the Social Worker:	At-risk counseling is provided by the School Social Workers to students determined to require intervention by the Pupil Personnel Team. Student or Family support services are provided during the school day in small groups and to individual families.
At-risk Health-related Services:	At risk Health Related Services are supported by our Occupational and Physical Therapists, as well as our Health Coordinator who monitors and coordinates these services. The school nurse provides Asthma Intervention Instruction to a small group of students. These services are during the school day on an individual basis or small group as identified by the PPT (Pupil Personnel Team) committee.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

30Q092

**The Harry T. Stewart, Sr. School
Language Allocation Policy**

Part 1: School ELL Profile

A.. Language Allocation Policy Team Composition

District 30 – P.S. 92Q

Superintendent	Dr. Phil Composto
Principal	Pasquale Baratta.
Assistant Principal	Margaret Kane
Assistant Principal	Esther M. Reyes
Parent Coordinator	Ana Melendez
PTA President	Francisca Eloa
Math Coach	Kathryn Odierno
Literacy Coach	Pana Ioannou
Guidance Counselor	Joyce Hochman
Health Coordinator	Joan Rosenberg-Raizer
Related Services IDEA teachers	Genevieve Schultz
ESL Coordinator	JoAnn Brogna
ESL/CTT	Gina DeStefano
ESL Teacher	Dolores Lopez

B. Teacher Qualifications

The staff at P.S. 92 includes fourteen certified ESL teachers. In addition, our staff includes four teachers and two Administrators certified in Bilingual education.

C. Demographics

P.S. 92 is located in Corona, Queens. It is comprised of 94.68% students of Hispanic origin, 3.05% Black students, .45% White students, and 1.80% Asian students. At this time, our total population numbers 885 with 433 students identified as ELLs (English Language Learners). This comprises 49% of our total population.

We currently have the following numbers of students in each of our programs:

ELLs (3 years or less): 278 students
Transitional Bilingual Education: 79 students
General Ed ESL: 354
Special Education: 61

Part II: ELL Identification Process

When a parent enrolls their child into P.S. 92Q our ESL certified staff does a careful intake interview. During this informal interview, the necessary documents, pamphlets, and orientation DVDs are also provided in the parent's home language. Once the home language is identified, if the home language is other than English and the student is found, through the interview, to be eligible for testing, the LAB-R is administered within 10 days of registration. This test determines the student's eligibility for services. Parents are then notified via the Entitlement Letter and the Program Selection Form. Parents are also invited to a Parent Orientation workshop, which is provided 3 times a year (September, March and May). This orientation is also made available to any parent registering at any other time during the year.

Parents are interviewed for the initial screening - the Home Language Information Survey and for LAB-R eligibility they are administered by a Licensed/Certified ESL or Bilingual Pedagogue.

In keeping with the No Child Left Behind Act of 2001, P.S. 92Q monitors and reports the progress of all students as well as our ELLs through regular, periodic testing. All staff members who administer tests to ELLs are required to know which test exemptions and accommodations are available and required. Our ELLs participate in state testing, following the New York State eligibility guidelines in ELA, NYSESLAT, Math, Science and Social Studies. They also take Diagnostic Assessments which include El Sol and the ELL Interim Assessments in ELA and Math.

Once eligibility has been determined, P.S. 92Q exercises the Parental Option. Parents may opt for one of three educational programs as described in the orientation video:

- Transitional Bilingual Education Program
- Dual Language Program
- Freestanding ESL Program

At P.S. 92Q, we truly believe in building partnerships with our students' parents. Involving the parents in the decision-making process in their child's education is definitely a way of building bridges between the school and the home. These partnerships will lead to their children academic success. The ELL staff presents the different programs available via the three mandated parent orientation sessions (one was done in September; two will be done in March/May). At the orientation meeting, a DVD is also shown in the community language which is Spanish. This DVD facilitates parents' understanding of the programs available. We support the parents by conducting these meetings in both English and Spanish as well as by being available for questions and concerns before and after school hours. This has allowed for parents to make informed decisions regarding their child's placement. Our Parent Coordinator, and our ESL Coordinator, are available at the meetings, and also throughout the year, to answer any questions parents may have about these programs and the placement of their child.

The majority of our parents have selected ESL programs over Bilingual programs for the last few years. However, we provide bilingual classes in grades K, 1, and 2 for those parents who make this selection. In this manner we are able to accommodate parental choice.

P.S. 92Q offers two of the three programs, Transitional Bilingual Education Program and the Freestanding ESL Program. We do not offer the Dual Language Program. Once the parent has decided which program the student is placed within 10 days of enrollment.

All communication with parents is done in their home language. Bilingual classes are formed when there are 15 or more students on two contiguous grades for grades K-5. If there are not enough students to form a bilingual class, parents can opt for another school in the district, or stay in the ESL program at that school. If the school does not have a bilingual program in their Native language, parents will be informed of a school where such a program exists. If parents do not select a program, the student is automatically placed in a bilingual class, if available, or an ESL class. All ELLs receive at minimum, placement in ESL classes.

At P.S. 92Q we like to build alignment between parent choice and program offerings by providing ELL parents with information about Bilingual/ESL services and an opportunity to ask questions in their home language so that they can make an informed placement selection. We also provide information about the core curriculum, learning standards, expectations for students, and assessments within the first semester of the student being identified as an ELL. We provide various opportunities to view the orientation video at registration and during 3 separate dates during the school year. Lastly, we have our Parent Coordinator and ESL Coordinator who provide workshops and meeting times to inform parents of their children's opportunities, available services, and above all the rights of students and parents.

Part III: ELL Demographics

A. ELL Programs

Number of students in TBE (Transitional Bilingual Education) by grade:

- Kindergarten – 24 students
- 1st grade - 29 students
- 2nd grade – 26 students

Number of students in ESL self-contained and Push-in by grade:

- Kindergarten 3 classes push-in 53 students
- 1st grade 3 classes push-in 41 students and 2 classes self-contained 50 students
- 2nd grade 1 class ESL self-contained 25 students and 2 class push-in 20 students
- 3rd grade 3 classes ESL self-contained 46 students and 2 class push-in 24 students
- 4th grade 3 classes ESL self-contained 55 students
- 5th grade 2 classes ESL self-contained 38 students and 1 class push-in 2 students

B. ELL Years of Service Programs and ELL's by Subgroups:

- Number of all ELL's students = 432
- Number of SIFE students = 0
- Number of Newcomers = 16
- Number of ELL's in years 4-6 = 85
- Number of ELL's in Special Education = 61
- Number of Long-term ELL's = 3
- Breakdown of number of ELL's by subgroups and years of service

Grade	0 yrs	1 yr	2 yrs	3yrs	4yrs	5yrs	6yrs	7yrs	Total per grade
Sife									0
Newcomer	16								16
Number of ELL's 4-6 yrs					57	26	2	0	85
Number of ELL's in Sp. ED	9	11	5	10	15	11	0	0	61
Number of Long-term ELL's								0	0

C. Home Language Breakdown and ELL Programs

TBE

Breakdown of number of ELL’s in TBE by grade and language:

- Kindergarten – 52 students / Spanish Bilingual Class
- 1st grade - 27 students / Spanish Bilingual Class
- 2nd grade – 23 students / Spanish Bilingual Class

ESL

Breakdown of number of ELL’s in ESL by grade and language:

Grade	H.L.	# of students	Total # of Students						
K	SP	109	HA	1					110
1	SP	144	CH	1	BG	1			146
2	SP	150	MN	1	AR	1	NE	1	153
3	SP	143	UD	1	CH	1			145
4	SP	143	HA	1					144
5	SP	98	AR	1	CH	1			100
Totals		787		6		4		1	798

D. Programming and Scheduling Information

All our classes utilize *Everyday Math* and the Teachers College method of balanced literacy.

SPECIAL EDUCATION

ESL Push-in model: At P.S. 92, there are two 12:1:1 classes that include 11 students in the first grade and 7 students in the second/ third grade bridge class requiring ESL services. A certified teacher works with the special education classroom teacher to provide ESL services during the reading block. These teachers conduct collaborative planning, identify the needs of each student as indicated in the language goals on the students' IEPs, and implement the Teachers College model including instructional techniques to assist each student in meeting his/her goals. Students receive the 360 minutes of instruction per week in accordance with CR Part 154 Regulations. Entry into and exit from this program is determined by the student's IEP and/or NYSESLAT scores.

ESL Collaborative Team Teaching (CTT): We have one CTT class per grades K-5, except for first grade. In grades Kindergarten, three four and five - two certified teachers (one General Education and one Special Education) work together in one room to provide both ESL and Special Education services. A paraprofessional is also assigned to these classes. In grade two an ESL provider pushes in to service the ESL entitled students. While not all students within these classes are entitled to ESL services, ESL strategies are incorporated throughout the day. Students are provided with differentiated instruction, as in all our classes. For our IEP students the language goals on their IEPs are addressed. Our CTT classes include both general education and special education teachers. In grades Kindergarten, three, four and five at least one teacher is certified in ESL and in grade two the provider is certified in ESL.

GENERAL EDUCATION

Bilingual – P.S. 92 includes one bilingual class in Kindergarten, one in First Grade, and one in Second Grade. Students in these classes receive instruction in Math, Science, and Social Studies in Spanish. They receive the mandated periods of Native Language Arts, and appropriate ESL literacy instruction in English. The 60/40 model is followed and transitions to a 40/60 format by the end of the school year. Instruction is scaffolded, with on-going assessment during reading and writing workshops to determine next steps in literacy development. Everyday Mathematics is used as our standard math program. Materials for this mathematics program are provided in Spanish for these classes. Leveled classroom libraries in both Spanish and English are accessible to the students. The word walls in the classrooms, defined by colors, support student reading and writing. Trips also add to shared experiences. Students in these classes, as in all our classes, can participate in a play each year.

ESL self-contained – Our school currently includes the following ESL self-contained classes: One class in grade Kindergarten, one class in grade one, one class in grade two, three classes in grade three, two classes in grade four, and one class in grade five. ESL methodologies are used throughout the school day to support our students. Multiple assessments, e.g. student portfolios, city and state standardized tests, and informal assessments are used to drive content area instruction as well as language development. There is extensive use of pictures, photos, reading of charts, books, short plays, vocabulary enhancement and practice. Children are exposed to high-quality English literature through their classroom libraries. Our school library also contains books suitable to meet the various needs of ELLs. Three years ago our school purchased the Leap Pad program. This program allows children to listen to and follow a story. These programs are in various classrooms throughout the school. Content area subjects are done in English using ESL methodologies. Word walls and labeling is done in English.

ESL Push-in – Push-in services are provided for a large portion of our students. Certified teachers push-in to one kindergarten class, three first grade classes, two second grade classes, one third grade class, and one fifth grade class. Depending on the levels in each room, these students receive 360 or 180 minutes of ESL instruction by the push-in certified ESL teacher. Our advanced students also receive 180 minutes of ELA instruction. The workshop model is used in these classrooms, including on-going assessment to determine individual progress. Children are given differentiated instruction to meet their needs and their ESL level. Vocabulary enhancement, phonics, and scaffolding are included in their ESL instruction. The ESL teacher works collaboratively with the regular classroom teachers to plan and identify the needs of the ELL students. The content area teachers are also involved in the planning to meet the needs of these same students. Classroom instruction is supported during these lessons, which incorporate ESL strategies to scaffold, practice, assess, and review language structures through speaking, listening, reading and writing.

As new students arrive, as students make dramatic progress, and as at-risk students demonstrate concerns, our programs and schedules are modified to meet their needs. At all times, CR Part 154 regulations are complied with.

FOR ALL PROGRAMS	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts		90 minutes daily	45 minutes daily
Answer all, regardless of whether you have these subgroups in your school currently.			

1. Describe your plan for SIFE students.

N/A at present time P.S. 92Q does not have any SIFE students enrolled.

2. Describe your plan for ELLs in US schools less than three years (newcomers).

Based on their LAB-R scores, and their NYSESLAT scores if they have them from prior school, as well as parental requests, these students are placed in ESL or Bilingual classes. They receive on-going assessment including the ELL interim assessments, conferring during TC reading and writing workshops, and quizzes in mathematics, science, and social studies. They receive AIS services when indicated. They are invited to all after-school and Saturday programs, as appropriate for their grade.

The home-school connection will be expanded through parent meetings, adult ESL classes, and the use of parent volunteers, including Learning Leaders, in both the day and after-school programs. Parents will also be included in cultural awareness activities such as performances and trips.

3. Describe your plan for long-term ELLs (in NYC school six years or more).

Children's needs are addressed individually to identify the reason for their long-term status. BESIS, our A-11, NYSESLAT movement from year to year are all reports used to not only identify but evaluate progress of our students. Language needs are addressed within the classrooms, and children are provided with the support they require. An intervention plan is written for those students (PIP). This is required because these students are in danger of failing grade five and thus not graduating. Some of these students attend our after-school program (specifically for ELL students).

Where indicated, students are referred to our Pupil Personnel Team and, if additional evaluations are required, these are arranged for. If an IEP is required, language goals for these students are carefully written. The language of instruction is a function of each child's competency in English and/or in Spanish.

4. Describe your plan for ELLs identified as having special needs.

All students, identified as having special needs, are provided with all services required on their IEPs. Appropriate language goals are developed, and these are implemented both in the classrooms and in after-school and Saturday programs to which these students are invited. Our Collaborative Team Teaching (CTT) classes provide support for ELL students recommended for these classes. In two of the four CTT classes, there are teachers who are certified in ESL instruction. Each CTT classroom includes a paraprofessional who further enhances the instruction support offered to the students. Three of the four paraprofessionals are alternate language paraprofessionals. The foundation of these classes is support-"show-not tell", active engagement, and constant language development. In our self-contained SP ED classrooms, teachers and paraprofessionals work individually and in small groups with students to support all aspects of their learning.

5. Describe your plan for continuing transitional support for students reaching proficiency on the NYSESLAT.

These students participate in our transitional classrooms where language support is provided to all our students. NYSESLAT strand scores are reviewed to identify areas requiring special focus. AIS support, including test preparation, is provided. There are after-school and Saturday programs for our students to which these students are invited, and which support language development. Students participate in all

test preparation activities, both during the school day and in after-school programs. These students receive supplementary services under Title III. Constant assessment is conducted in all subject areas so as to identify needs, which are then addressed in individual and small-group settings.

6. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program (as shown above)?

All Part 154 requirements are followed to the letter. Programming is arranged in September and then updated as required throughout the year to accommodate our newly arrived students. We monitor each student's placement and continuity of service. An additional teacher has been added to our staff so as to reduce the number of students in some pull-out groups, and refine instruction to meet individual needs.

7. How is explicit ESL delivered in each program?

ESL instruction is delivered according to the latest research, including vocabulary development, thematic approaches to reading and writing, graphics and pictorial representations. The Teachers College model is followed. Our teachers have attended QTEL, and the strategies learned are implemented throughout the lessons. Teachers differentiate instruction for our beginning and intermediate students, and continue to provide support for our advanced students while, at the same time, challenging them to work closely with our proficient students so they can continue to develop their language skills.

For our ESL pull-out/push in program, the following strategies are implemented: total physical response, scaffolding through picture walks, and building background concepts, graphic organizers, modeling, visual aides, dance, music, and chants.

For our ESL self-contained classes, teachers use a wide variety of strategies throughout their day. Our SP ED teacher includes pre-teaching vocabulary, visuals, hands-on, multi-sensory approach, cooperative learning techniques, and connecting the lessons to students' prior knowledge. Our kindergarten teachers also include heterogeneous grouping (by language proficiency) for group and partner work. Thematic teaching in grade one provides students with monthly word walls (e.g. January: cold, wind, scarf) that increase their vocabulary. Our second grade teachers include computer programs such as www.boggleworld.com that support vocabulary development. Leap Pads, and books on tape are utilized. Charts with word strips and pictures increase access to language. In grade three, small group instruction to support students is essential. Vocabulary is introduced with pictures. Our fourth grade identifies a conversational-based classroom to provide language practice for students. Frequent comprehension checks are implemented to check understanding and clarify meaning. In fifth grade, the focus is on modeling strategies and visual aids. Thematic units for Social Studies and word walls in all content areas assist students. Preview of vocabulary, graphic organizers and charts, and chunking of reading material allow our students in our CTT program to develop their language skills. This program also provides for many opportunities for students to speak with each other, practicing use of their academic language.

Teachers in our Bilingual programs utilize many of these same strategies. In addition the following methods are included: color coding and matching games, mixed-ability grouping in kindergarten. In grade on: role-playing, spelling word used in games such as Bingo, morning routines and math review in English, repeated simple questions and answers, phonics practice, read-alouds with accountable talk. Our four/five bridge class teaches explicitly the structure of language by introducing lessons that include sounds of English, grammar and writing. The teacher builds students' background knowledge for texts to be read. She uses photos, brainstorming, and "surveying the text". Students

are provided with time to process what is being said. In our SPED bilingual class, the teacher practices listening comprehension, including the 5Ws questions. The writing process includes editing other students' work. Reading utilizes graphic organizers, discussions.

8. To what extent are students served by ESL teachers pushing in or pushing out?

Less than 2% of our students are served with the pull-out model. The majority are being serviced through the push-in model. Teachers develop the academic language of the students during these sessions, as they support the classroom teacher in content area instruction.

Resources and support

1. Instructional materials used to support the learning of ELLs

We utilize hands-on, manipulative, materials for every lesson, especially in Mathematics, Science, and Social Studies. Charts, maps, pictures, word walls for all subject areas, are required. The series, *On Our Way to English*, is used in our self-contained ESL and Bilingual classes. Both classroom libraries and the school library include a substantial number of books in Spanish, at all reading levels. These include non-fiction as well as fiction. *Everyday Mathematics* materials are provided in Spanish for our Bilingual classes. NYSESLAT test prep tools are used to better prepare our Ell students in the language assessment (NYSESLAT).

Support for our students comes in many forms: our teachers are constantly in tune with students' language needs and our Bilingual Coordinator provide additional support in addressing students' needs, and also the needs of our teachers and our parents. In addition we are in communication with our ESL Liaison contact who provides updated information and guidelines on our Ell population.

2. Professional Development

Our teachers attend Teachers College workshops, including those specifically geared to ELLs. All our professional development within the school addresses instructional practices that are appropriate for ELLs.

Part IV: Assessment Analysis

A. Assessment Analysis

In our Transitional Bilingual Education program, students scored as follows:

In Kindergarten, approximately 50 of the 104 students taking the LAB-R scored at the beginner level, with approximately 34 scoring at intermediate level and approximately 18 at advanced level. Instruction takes place in Spanish, with an ESL component provided during the day. In addition to basic instruction in letter/sound connection and mathematical concepts, many opportunities to develop language are provided throughout the day by our certified teacher. Songs, rhymes, stories, and discussions are utilized so students can hear and share their language. Teachers College

assessments during reading and writing workshop, and during mathematics lessons, provide the teacher with data to drive instruction. Content-area instruction follows City and State guidelines for these children.

In grade 1 our certified Bilingual teacher provides differentiated instruction for these students. The above mentioned assessment tools allow him to meet individually and in small groups with students to address needs. The Native Language Arts component is designed to develop the listening, speaking, reading, and writing skills in Spanish, while the ESL component develops the English language skills of the students. NYSESLAT results have indicate a need to continue with many oral activities combined with accountable talk to access prior knowledge and to make connections to allow students to move to a more adequate level of understanding and expression. As the students' English proficiency improves, instruction in English increases and instruction in Spanish decreases. New concepts are presented in the native language. The classroom teacher, bilingual and certified, supports the cluster teachers to provide instruction in a manner comprehensible for these students. Assessment is constant in all subject areas, and is conducted with a variety of methods: interim assessments for ELLs, informal assessment during class, especially during reading and writing workshop, quizzes, and group and individual project work. Individual and small-group work supports students who require additional assistance.

In our ESL Push in Special Education Class, the ESL provider has assessed each student's language ability and consistently follows the language goals on the IEP to direct individualized and small group instruction to meet the language needs of the children. The ESL component for the day assists the students in attaining English language proficiency. Subject area instruction follows State and City content and performance standards. Assessment is constant, and both content area instruction and language development lessons are adjusted based on this assessment. The ELL students in this classroom are provided with individual and differentiated instruction at each child's level, thus fulfilling their IEP goals.

The assessment data, across the grades, indicates that our students need to gain proficiency in reading and writing. Each class focuses on these strands on a daily basis, while at the same time, providing many opportunities for the children to listen and then speak about the content, thus increasing not only their basic language skills, but also their use of academic language. In addition to multiple opportunities during the school day, homework includes reading and writing each night. Our goal is to provide as many opportunities as possible for students to express themselves. Color-coded word walls in their native language, along with word walls in English allow for the transition from L1 to L2. Classroom libraries (in Spanish and in English), at a range of reading levels, allow students to develop skills in Spanish as they also begin to read in English. Trips have become an integral part of our instructional program, giving students common experiences to build to and build from.

Technology is used as an instructional tool throughout the school. In grades 1-3 the Headsprout Early Reading Program is used to initiate and reinforce decoding skills along with vocabulary development and comprehension skills. In grades 4 and 5 our ELL students are using Headsprout Reading Comprehension which differentiates instruction and positively correlates with the four components of the NYSESLAT. In grades K-2 the Foundations Reading Program is used to help students develop basic phonics and decoding skills.

In our Freestanding English as a Second Language Program, programs are language immersion-based, with constant opportunities for the students to use their language skills. Shared reading, shared writing, much modeling by the certified or ITI teachers provide the children with the ESL strategies they need to build their language foundation. Thematic teaching allows for vocabulary development. Word walls, charts, labeling, and a wealth of

books support students. Trips provide common language experiences. For the classes that have push-in services, the certified teacher supports the reading and writing workshops as well as mathematics instruction by developing language with the students.

In grade one, the reading and writing scores are significantly lower than the listening and speaking. Our instructional program focuses on language experiences. Classroom and push-in ESL strategies include many listening and speaking opportunities. These, in turn, give our students the language to build on as they read and write. Teachers College methodology is used, together with thematic units of study. Word walls, writing every day both in school and for homework, and reading at each student's just-right levels, promote an environment structured to improve the children's language skills.

In grade two, our advanced students are grouped together and challenged to continue to improve their reading and writing skills. Thematic teaching, trips to provide common experiences, ESL strategies used throughout the day including pictures, labels, accountable talk, all support the students' growing proficiency. For our beginning and intermediate students, the ESL instruction, both in the self-contained class and with the push-in teacher, provide strategies to support the speaking and listening as well as beginning to develop the reading and writing for these children.

For grade three, our self-contained ESL classes are taught by certified teachers, who constantly provide activities to develop students' language skills. Here, the data indicates that students have basic English skills but their reading and writing requires much work. These opportunities are provided in many venues: classroom lessons; after-school homework support, and as of January 2011 a Saturday Cultural Experience Program.

Our fourth and fifth grade students are constantly engaged in activities that support their reading and writing. Their teachers utilize ESL strategies throughout the school day, providing scaffolded and differentiated instruction, hands-on activities with discussion within groups followed by writing activities, constant assessment and "next steps" in reading and writing, just-right books at all required levels, reading logs, writing for homework each night. Our Enrichment after-school program provides additional support in reading, writing, and mathematics.

Part B: Content Area Data

In grades 3 to 5, 32% of our students performed at level 3 or above. In mathematics, grades 3 to 5, 66% of our students performed at level 3 or above. We need to increase our use of the following:

- Introduction of vocabulary prior to teaching;
- Hands-on activities with discussion using this academic language;
- Individualized and small-group instruction to support struggling students
- Focused homework to practice needed skills

At P.S. 92, we are continuing to develop strategies to support the language of mathematics. Word walls are displayed in all classrooms. Students frequently write about the mathematics they are learning, and about how they arrived at their solutions. We emphasize the need to talk about how solutions are derived. Assessment is constant, and individual and small-group lessons flow from teachers' knowledge of students.

Our Title III funding is allocated for two major programs:

A. After-school assistance – October – April – Homework and ELA and NYSESLAT Prep

This program addresses the need for homework assistance. The program is staff with certified teachers with groups in Grade three, Grade four, and Grade Five. This Program is provided to the ESL students from October to the end of April. The teachers provide much needed homework support and, thus, the students come into school the next day prepared to move forward in their instruction. ESL strategies, such as diagrams, pictures, scaffolded directions and instruction are provided as required by individual and small groups of student.

B. Teachers and Writers Collaborative Program- In this program student's work with a writer and a teacher to develop writing skills. Students work on grammar and spelling, write more, experiment with a variety of literary genres, read the work of contemporary and traditional writers, and take their writing through revision to publication. The program helps students and teachers improve their writing skills and learn to write more imaginatively. It also provides a multicultural approach which will inspire them on a personal level. The program is comprised of two groups of approximately twenty students in grades one and two. They will meet for ten sessions (once a week). At the end of the ten weeks they will have a final product to be presented to parents in a scheduled assembly.

C. Saturday Cultural Experience Program – The focus of this program is to provide vocabulary building through art and music. This program is designed to expose ELL students to language opportunities that build speaking, listening and reading skills. Groups are kept to approximately fifteen students, and students move from one instructor to another within the Saturday morning format. Students thus are exposed to various teacher styles of instruction that is scaffolded; multiple teaching modalities and opportunities to practice listening and speaking the English language. The program ends with a final performance of Art work produced and a musical program by the students.

Questions

1. Overall, very few of our students are proficient in their native language. Therefore, few take the standard tests in grades 3 through 5 in their native language. On the NYSESLAT, students in the early childhood grades make adequate gains from kindergarten to grade one, but (possibly because of the different format of the test for Grade 2 -4) do not move to proficiency in Grade 2 to the extent that we would like. For the ELL Interim Assessments, our students who took the test in English (the vast majority) scored significantly better than those who took the Spanish version.
2. Teachers and administrators review the EL Sol (used in the Bilingual classes grades K-2) and the Interim Assessments and utilize whole- and small- groups, as well as individual instruction to address needs.
3. Native language is used to support instruction in Kindergarten, Grades one and two in our Bilingual Programs.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1)(a)

Grade Level(s) K – 5 **Number of Students to be Served:** 433 LEP 452 Non-LEP

Number of Teachers 14 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The staff at P.S. 92 includes fourteen certified ESL teachers. In addition, our staff includes three self contained Bilingual classroom teachers and two Administrators certified in Bilingual education. We have two staff members currently enrolled in the ITI program to seek ESL Certification. At P.S. 92Q we have adapted the Teacher's College reading and writing program. We have trained staff in TC curriculum, that provides professional development to all classroom teachers. All grades have a common TC preparation (prep) period and then a meeting period once a month. The Literacy Coach and the Math Coach provide professional development to new and experienced teachers. Our teachers are given opportunities to sign up for professional development that addresses their ESL questions and concerns. Our recently hired ESL teachers are in the program and receive support and guidance in following quality ESL strategies and methodologies. In addition we have our network support ELL Specialist who has provided PD specifically designed to provide strategies and analysis of language development. As a result of our network ELL support we have purchased computer software, text books, and professional reading material to be used as resources for ESL teachers.

To maximize our professional time we have designed a prep schedule that facilitates common prep periods for all the grade levels. This allows teachers to plan and strategize on their grade level, discuss assessments and their results, and do long term planning using data driven instruction. In addition, once a month administrators meet with the grade levels to discuss best practices, new implementations, and any concerns they might have.

We choose to administer the ELL interim assessment providing our teachers with data specific to ELL progress. We do this so children will be better prepared for the NYSESLAT exam (since the interim assessment is aligned with NYSESLAT). This year our inquiry team has expanded and has targeted our grade 1 to 5 ELL students. Combining PD with professional planning opportunities, it is our goal to cultivate a staff that can deliver instruction and services to LEP (Limited English Proficient) students helping them become proficient.

Title III funds are being used to staff and maintain qualified ESL teachers, to provide professional development workshops and seminars, to fund a ten week After School Teachers and Writers Program (teachers work alongside a professional writer while providing students assistance in writing). We will also begin an Arts and Music Cultural Experience Program which will also run for ten weeks. It will include three teachers and one administrator. It will run Saturdays and include parents as part of the family culture piece.

Form TIII – A (1)(b)

School: PS 92 Queens BEDS Code: 343000010092

**Title III LEP Program
School Building Budget Summary**

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) - Per session - Per diem	\$22,500	Teachers and Writers Collaborative Program and American Society Program will include certified ESL teachers for two hour Saturday session. Students will attend from Jan-April. NYSESLAT test prep will include certified ESL teachers for 3 days a week for 2 hours October-April
Purchased services - High quality staff and curriculum development contracts.	\$ 8,400 \$ 4,100	Workshops, Seminars, Teachers and Writers Collaborative Program 2 authors for 2 hours – 11 sessions at \$420 per session. American Society Cultural Arts Program 2 hours.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 32,460	Textbooks, Misc. writing materials
Parent Activities	\$2,000	Bus Transportation, field trip (Cultural Festival)
TOTAL	\$ 69,460	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parents complete a Home Language Identification Survey during the registration period to establish need. The ESL Department updates this process each year to maintain accuracy. Parents also complete an emergency contact form to provide contact phone numbers, addresses, and to indicate parent's preferred language of communication. Teachers also complete a Classroom Home Language Survey of the children in their classrooms. Information regarding how many children speak different languages is forwarded to the main office to assist in determining how many copies must be distributed in each language.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Major findings indicated that 95% of parents preferred information in their native Spanish language. One percent was Urdu, one percent Asian and the rest were English. Most communication is done in two languages via handouts, written in English on one side and in Spanish on the other. Meetings are conducted in both languages with the inclusion of educators who are bilingual. Written translations are done by our ESL staff members mostly, and internet written translation services. The Department of Education offers translations in various languages of DOE initiated letters and memorandum, which are easily downloaded.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

PS 92 works in conjunction with the Department of Education Translation and Interpretation Unit. Interpretation services are provided during regular business hours in order to communicate critical information regarding children's education. The services are provided either at the location (School) or by telephone. ESL teachers provide a quick turnaround time period for written translations. Most material that is

sent home is written initially in both languages. Letters going home are written in both languages routinely. Speakers of Urdu prefer information in English. Teachers writing comments for parents, whether on the report cards or in simple notes going home, consult internet translation services that are free to the public. The Principal, Parent Coordinator, Assistant Principal, and ESL teachers all assist in the translation of documents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

For oral interpretation, again PS 92 works in conjunction with the Department of Education Translation and Interpretation Unit. Interpretation services are provided during regular business hours in order to communicate critical information regarding children's education. The services are provided either at the location (School) or by telephone. The Principal, Parent Coordinator, Assistant Principal, ESL teachers, and at least 3 out of 4 Paraprofessionals are bilingual and provide oral interpretation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - a. PS 92 has provided parents with a copy of the Bill of Parent Rights and Responsibilities in their home languages in the month of September. This Bill of Rights includes their rights regarding translation and interpretation services.
 - b. PS 92 has posted in a conspicuous location in the school lobby, and by the elevator entrance on each floor, signs in the most prominent languages indicating the availability of interpretation services.
 - c. The school posts translated signs and obtains forms in primary languages that are needed.
 - d. Parents are directed to refer to the Department of Education's website for information in each of the covered languages concerning their rights to translation and interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	622,368.00	73,995.00	696,363.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,223.00	739.95	6,962.95
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	31,118.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	62,236.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100% _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 92 Parent Involvement Policy

Description of Program

- I. PS 92 created a Family Room on the first floor near the school entrance that is open to all parents. Workshops of interest to parents are held such as Parent Skills, Homework Help, Reading At Home, Family Math, Nutrition, and Children’s Health Issues are given in both English and Spanish.
- II. A Social Worker is assigned by the Pre-Kindergarten Program.
- III. Parents are an integral component of the School Leadership Team
- IV. Student Planners provide information to parents on school policies in English and Spanish. Homework and notes to and from teachers are written in the planner.
- V. All notices are sent home in English and Spanish, and PTA meetings are held in both languages as well.
- VI. PS 92 hosts a “Meet the Teacher” event in September to familiarize parents with the curriculum for the grade and with teacher’s expectations for their children. It also provides the parents with an opportunity to meet each teacher.
- VII. Parents are trained through Learning Leaders to work with our teachers to support our students.
- VIII. Parents are also invited to all assembly programs, and to classroom celebrations of children’s work.
- IX. Title I parents will participate in an annual review the second Thursday in February, 2011.

Identified Needs

- I. To communicate clearly and effectively with parents. Enhance communication between home and school.
- II. To increase parental awareness of school policies and student expectations.
- III. To provide parents with opportunities to become an instrumental presence in their child’s education.
- IV. To provide workshops for parents on various topics based on interest and need.

Professional Development

- I. PD to provide teachers with information regarding appropriate methods of communicating with parents during conferences, as well as ways the agenda book can be a tool for communication.
- II. Strategies teachers can use to prepare for parent-teacher conferences.
- III. Teachers are encouraged to invite parents to celebrations of children’s writing and other appropriate celebrations.
- X. The Parent Involvement Policy will be distributed to parents on February 4, 2011.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 92 Parent-School Compact

1. Each teacher and member of our support staff will provide an excellent learning environment by:

- Communicating with parents, when appropriate
- Treating everyone fairly, with respect
- Advocating for students
- Being a positive role model
- Providing quality education
- Being prepared
- Maintaining high expectations
- Knowing the material
- Motivating students
- Actively engaging all students
- Assigning appropriate homework
- Differentiating instruction

2. Each student will take responsibility for his/her education by:

- Being prepared to work (books, pencils, paper)
- Listening and following directions
- Participating in class activities
- Following the Discipline Code for the City, school, and class
- Wearing my uniform every day
- Asking for help if I do not understand
- Completing homework every day
- Reading at least 30 minutes every day after school
- Giving all notes and tests to our parents to sign
- Resolving conflicts in positive, non-violent ways

-Working hard to be a good citizen in my class and in my community

3. Each parent will support his/her child's learning by:

- Communicating with teachers and administrators
- Participating in school activities
- Monitoring attendance
- Having child come to school on time
- Teaching respect and responsibility
- Requiring child to complete homework each day, and signing this homework
- Providing pencils and other supplies necessary for both homework and class work
- Reading and responding to notices
- Signing tests and report cards
- Volunteering at the school if possible
- Supporting the Discipline Code for the City, the School, and the class
- Holding my child accountable for his/her choices

4. Each administrator will support the education and well being of our students by:

- Establishing clear expectations
- Communicating with parents, students, and teachers regarding the education and social well being of our children
- Providing books, materials, and resources that support high quality instruction
- Developing professional development plans that support the curriculum and recognize the strengths of each member of our staff
- Celebrating student work and appropriate behavior frequently
- Providing many opportunities for our parents to participate in the education of their children
- Informing parents of all meetings in a timely manner, and in their home language

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Many opportunities are being provided to give opportunities to all children to meet the State's levels of academic achievement. The PS 92 after school program is provided to target children in need including ESL instruction. The program meets three days per week for a total of 6 hours. The program includes children in grades 3, 4, and 5. The organization Coalition for Hispanic Family Services provides a "Literacy through the Arts" program for students in grades 1 and 2. Along with literacy students they engage in Art projects, Physical Education activities and homework assistance.

The summer program is offered during the months of July and August to help children bring ELA and Math scores to Level 2 and higher. The program targets Mathematic skills and Literacy skills necessary for those students to be promoted.

PS 92 has a large ELL population as stated in Sections III and IV. Our extra programs are suited to accommodate them with ESL instruction in targeted areas. Our AIS program during the school day focuses on children in the bottom third category based on test scores, NYSESLAT outcomes, and teacher input. Small groups are serviced by Early Grade Class Size Reduction teachers in grades K through 3 and four additional AIS teachers service students in grades 4 and 5. At the end of the school day there is an additional 37.5 minute period given to children who are mandated for assistance. Classroom teachers focus on areas of need in Literacy or Math. PS 92I also offers such services as Speech, Occupational Therapy, Physical Therapy, and Counseling Services in English and Spanish. PS 92 is a Barrier Free School with running elevator, ramps, holding rooms for emergency drills, and a nurse's station.

3. Instruction by highly qualified staff.

See Appendix 4, Part A, Item 8.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Principal and Assistant Principals attend ongoing professional development with Teachers College Reading and Writing workshop at Columbia University. They also attend periodic Title II b Math workshops at Hunter College. Monthly professional development accompanies meetings

with the ICI-LSO on various topics such as ESL and Special Education. Workshops in Acuity and the ARIS system are an ongoing requirement to maintain up to date information and procedures.

Teachers are offered Teachers College Calendar Days at Columbia University or pre-determined locations. The Math Coach and one fifth grade teacher attend monthly Math workshops at Hunter College under the Title II b Math Grant. They are also selected to attend workshops provided by our Learning Support Organization. Workshops are offered in Science, Math, ESL, and Literacy. In house workshops are offered where teachers turnkey information obtained at workshops from outside organizations such as BERS. Department of Education Science and Social Studies workshops involve our respective cluster teachers throughout the year.

Our Parent Coordinator attends Math workshops at Hunter College as well. She attends periodic professional development offered by the Queens ISC. She also conducts periodic workshops such as English Language and Parenting for parents to attend. These are offered in the mornings at our school. The faculty coordinates various workshops throughout the school year taking place at PTA meetings to satisfy the needs of our parents. Topics range from Mathematics to Computer Literacy.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

PS 92 creates an environment that is conducive to learning. Throughout PS 92 there is evidence of learning activities that challenge students to reach their highest potential. This environment projects positive collaboration among students and teachers.

New teachers are supported by the administration with resources, access to an experienced teacher buddy, and personal support given by two coaches, the assistant principals, and a supportive staff.

6. Strategies to increase parental involvement through means such as family literacy services.

See Appendix 4, Parent Involvement Policy.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

PS 92 houses two groups of Pre-Kindergarten students within the school building. Students become familiar with the school personnel, routines, and events that occur within the school building thus preparing students for kindergarten. Parents are provided workshops which inform them about the registration process and guidelines/requirements. Parents are also informed as to what is at is to be expected of students and how they can be partners in learning at home.

The school provides an open house along with open school week to all families, informing them of the different aspects of the Kindergarten program. Pre-Kindergarten students from neighboring Pre-K programs are invited for a tour to see the school and our Kindergarten program (teachers and classrooms).

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Inquiry teams were created to target students across the grades. Teachers in common grades work together to provide academic assistance and help examine results and find strategies. Common preparation periods give teachers the opportunity to discuss next steps, academic results, and short and long term planning goals for their students.

Teachers meet with the Literacy and Math coaches to provide input which generates instruction. The coaches actively work with their suggestions and ideas. At faculty meetings the Principal brings information and allows for feedback, including them in the decision making process.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Initially, interim assessments effectively diagnose problems. Teachers use these discrepancies to improve performance and target students before state assessments. Areas of focus have been:

- a. students scoring high 2's and low 3's.
- b. Additional time given to students for Social Studies and Science on all grades.
- c. Grade 3 has been given extra time in Science in small group instruction outside the classroom.
- d. After school targets test preparation for high 2's, low 3's, and ESL students.
- e. After school enrichment offered to high 3 students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS 92 coordinates and integrates the following programs:

- a) Nutrition Committee comprised of kitchen staff, teacher, and students.
- b) Violence prevention to identify child abuse (Guidance Counselors and Social Workers)
- c) Project Share representative deals with issues such as divorce, custody, bereavement, drug abuse, etc.
- d) Universal Pre-Kindergarten is assigned a Social Worker.
- e) Adult Education provides ESL workshops, etc. facilitated by our Parent Coordinator, Family worker, and outside agencies.
- f) Association with the Queens Public Library, Langston Hughes Branch.
- g) Special Education Services: Health Services provide Occupational Therapy and Physical Therapy; Full Time experienced Health Coordinator; PS 92 building is barrier free; Full time nurse runs a nursing station; Adaptive Physical Education instructor services students 3 times a week; Alternate Language Paraprofessionals support language development.
- h) Highly qualified teachers seek advanced degrees.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			622,368	✓	6, 7, 13
Title I, Part A (ARRA)	Federal	✓			12,765	✓	6
Title II, Part A	Federal	✓			410,663	✓	6, 7
Title III, Part A	Federal	✓			TBD	✓	42
Title IV	Federal						
IDEA	Federal	✓			164,991	✓	7
Tax Levy	Local	✓			3,898,546	✓	6

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

None

2. Please describe the services you are planning to provide to the STH population.
 1. Confidential consultation with parents will determine if the student has the basic needs for school such as a uniforms, outerwear, notebooks, backpack, etc.
 2. Ask the homeroom teacher to assign a “buddy” student to help with the transition into the classroom.
 3. Ask parent if they need any assistance/involvement for student and/or themselves from the guidance counselor or social worker.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 092 Harry T. Stewart Sr.					
District:	30	DBN:	30Q092	School		343000010092

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	36		95.5	96.3	96.4
Kindergarten	124	107	112				
Grade 1	154	159	162	Student Stability - % of Enrollment:			
Grade 2	154	155	162	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	128	149	154		92.9	94.8	95.6
Grade 4	134	121	147				
Grade 5	126	131	111	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		89.4	96.9	96.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	3	4
Grade 12	0	0	0				
Ungraded	0	4	2	Recent Immigrants - Total Number:			
Total	856	861	886	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					25	12	14

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	26	21	21	Principal Suspensions	6	6	1
# in Collaborative Team Teaching (CTT) Classes	42	52	54	Superintendent Suspensions	0	0	0
Number all others	44	39	44				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	56	96	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	426	383	TBD
# ELLs with IEPs	7	92	TBD
Number of Teachers	64	66	74
Number of Administrators and Other Professionals	23	22	10
Number of Educational Paraprofessionals	8	7	20

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.4	98.5	98.5
				% more than 2 years teaching in this school	76.6	77.3	78.4
				% more than 5 years teaching anywhere	64.1	63.6	73.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	82.0	86.5
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	80.4	97.3	98.7
Black or African American	4.6	3.7	3.2				
Hispanic or Latino	92.5	93.6	95.5				
Asian or Native Hawaiian/Other Pacific	2.0	2.1	0.9				
White	0.7	0.6	0.5				
Male	49.8	49.9	49.2				
Female	50.2	50.1	50.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	64.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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 in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 2.02	District 30	School Number 092	School Name Harry T Stewart Sr.
Principal Pat Baratta		Assistant Principal Esther Reyes	
Coach Kathryn Odierno		Coach Pana Ioannou	
Teacher/Subject Area JoAnn Brogna		Guidance Counselor Joyce Hochman	
Teacher/Subject Area Gina DeStefano		Parent Francisco Eloa	
Teacher/Subject Area Dolores Lopez		Parent Coordinator Ana Melendez	
Related Service Provider Genevieve Schultz		Other Joan Rosenberg-Raizer	
Network Leader		Other	

B. Teacher Qualifications

Please 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 ESL Teachers	14	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	49

C. School Demographics

Total Number of Students in School	885	Total Number of ELLs	433	ELLs as Share of Total Student Population (%)	48.93%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway.

When a parent enrolls their child into P.S. 92Q our ESL certified staff does a careful intake interview. During this informal interview, the necessary documents, pamphlets, and orientation DVDs are also provided in the parent's home language. Once the home language is identified, if the home language is other than English and the student is found, through the interview, to be eligible for testing, the LAB-R is administered within 10 days of registration. This test determines the student's eligibility for services. Parents are then notified via the Entitlement Letter and the Program Selection Form. Parents are also invited to a Parent Orientation workshop, which is provided 3 times a year (September, March and May). This orientation is also made available to any parent registering at any other time during the year. Parents are interviewed for the initial screening - the Home Language Information Survey and for LAB-R eligibility they are administered by a Licensed/Certified ESL or Bilingual Pedagogue.

In keeping with the No Child Left Behind Act of 2001, P.S. 92Q monitors and reports the progress of all students as well as our ELLs through regular, periodic testing. All staff members who administer tests to ELLs are required to know which test exemptions and accommodations are available and required. Our ELLs participate in state testing, following the New York State eligibility guidelines in ELA, NYSESLAT, Math, Science and Social Studies. They also take Diagnostic Assessments which include El Sol and the ELL Interim Assessments in ELA and Math.

Once eligibility has been determined, P.S. 92Q exercises the Parental Option. Parents may opt for one of three educational programs as described in the orientation video:

- Transitional Bilingual Education Program
- Dual Language Program
- Freestanding ESL Program

At P.S. 92Q, we truly believe in building partnerships with our students' parents. Involving the parents in the decision-making process in their child's education is definitely a way of building bridges between the school and the home. These partnerships will lead to their children academic success. The ELL staff presents the different programs available via the three mandated parent orientation sessions (one was done in September; two will be done in March/May). At the orientation meeting, a DVD is also shown in the community language which is Spanish. This DVD facilitates parents' understanding of the programs available. We support the parents by conducting these meetings in both English and Spanish as well as by being available for questions and concerns before and after school hours. This has allowed for parents to make informed decisions regarding their child's placement. Our Parent Coordinator, and our ESL Coordinator, are available at the meetings, and also throughout the year, to answer any questions parents may have about these programs and the placement of their child.

The majority of our parents have selected ESL programs over Bilingual programs for the last few years. However, we provide bilingual classes in grades K, 1, and 2 for those parents who make this selection. In this manner we are able to accommodate parental choice.

P.S. 92Q offers two of the three programs, Transitional Bilingual Education Program and the Freestanding ESL Program. We do not offer the Dual Language Program. Once the parent has decided which program the student is placed within 10 days of enrollment.

All communication with parents is done in their home language. Bilingual classes are formed when there are 15 or more students on two contiguous grades for grades K-5. If there are not enough students to form a bilingual class, parents can opt for another school in the district, or stay in the ESL program at that school. If the school does not have a bilingual program in their Native language, parents will be informed of a school where such a program exists. If parents do not select a program, the student is automatically placed in a bilingual class, if available, or an ESL class. All ELLs receive at minimum, placement in ESL classes.

At P.S. 92Q we like to build alignment between parent choice and program offerings by providing ELL parents with information about Bilingual/ESL services and an opportunity to ask questions in their home language so that they can make an informed placement selection. We also provide information about the core curriculum, learning standards, expectations for students, and assessments within the first semester of the student being identified as an ELL. We provide various opportunities to view the orientation video at registration and during 3 separate dates during the school year. Lastly, we have our Parent Coordinator and ESL Coordinator who provide workshops and meeting times to inform parents of their children's opportunities, available services, and above all the rights of students and parents. When a parent enrolls their child into PS 92Q our ESL certified staff does a careful intake interview. During this informal interview, the necessary documents, pamphlets, and orientation DVDs are also provided in the parent's home language. Once the home

language is identified, if the home language is other than English and the student is found, through the interview, to be eligible for testing, the LAB-R is administered within 10 days of registration. This test determines the student's eligibility for services. Parents are then notified via the Entitlement Letter and the Program Selection Form. Parents are also invited to a Parent Orientation

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	24	29	26											79
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	53	50	25	46	55	38								267
Push-In		41	20	24	-0	2								87
Total	77	120	71	70	55	40	0	0	0	0	0	0	0	433

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	432	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	61
SIFE	0	ELLs receiving service 4-6 years	85	Long-Term (completed 6 years)	3

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	102									102
Dual Language										0
ESL	16		35	83		26	2			101
Total	118	0	35	83	0	26	2	0	0	203

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish	52	27	23											102
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	52	27	23	0	102									

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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	
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second 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	68	93	71	79	64	52								427
Chinese		1		1										2
Russian														0
Bengali		1												1
Urdu														0
Arabic			1			1								2
Haitian	1													1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	69	95	72	80	64	53	0	433						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

SPECIAL EDUCATION

ESL Push-in model: At P.S. 92, there are two 12:1:1 classes that include 11 students in the first grade and 7 students in the second/ third grade bridge class requiring ESL services. A certified teacher works with the special education classroom teacher to provide ESL services during the reading block. These teachers conduct collaborative planning, identify the needs of each student as indicated in the language goals on the students' IEPs, and implement the Teachers College model including instructional techniques to assist each student in meeting his/her goals. Students receive the 360 minutes of instruction per week in accordance with CR Part 154 Regulations. Entry into and exit from this program is determined by the student's IEP and/or NYSESLAT scores.

ESL Collaborative Team Teaching (CTT): We have one CTT class per grades K-5, except for first grade. In grades Kindergarten, three four and five - two certified teachers (one General Education and one Special Education) work together in one room to provide both ESL and Special Education services. A paraprofessional is also assigned to these classes. In grade two an ESL provider pushes in to service the ESL entitled students. While not all students within these classes are entitled to ESL services, ESL strategies are incorporated throughout the day. Students are provided with differentiated instruction, as in all our classes. For our IEP students the language goals on their IEPs are addressed. Our CTT classes include both general education and special education teachers. In grades Kindergarten, three, four and five at least one teacher is certified in ESL and in grade two the provider is certified in ESL.

GENERAL EDUCATION

Bilingual – P.S. 92 includes one bilingual class in Kindergarten, one in First Grade, and one in Second Grade. Students in these classes receive instruction in Math, Science, and Social Studies in Spanish. They receive the mandated periods of Native Language Arts, and appropriate ESL literacy instruction in English. The 60/40 model is followed and transitions to a 40/60 format by the end of the school year. Instruction is scaffolded, with on-going assessment during reading and writing workshops to determine next steps in literacy development. Everyday Mathematics is used as our standard math program. Materials for this mathematics program are provided in Spanish for these classes. Leveled classroom libraries in both Spanish and English are accessible to the students. The word walls in the classrooms, defined by colors, support student reading and writing. Trips also add to shared experiences. Students in these classes, as in all our classes, can participate in a play each year.

ESL self-contained – Our school currently includes the following ESL self-contained classes: One class in grade Kindergarten, one class in grade one, one class in grade two, three classes in grade three, two classes in grade four, and one class in grade five. ESL methodologies are used throughout the school day to support our students. Multiple assessments, e.g. student portfolios, city and state standardized tests, and informal assessments are used to drive content area instruction as well as language development. There is extensive use of pictures, photos, reading of charts, books, short plays, vocabulary enhancement and practice. Children are exposed to high-quality English literature through their classroom libraries. Our school library also contains books suitable to meet the various needs of ELLs. Three years ago our school purchased the Leap Pad program. This program allows children to listen to and follow a story. These programs are in various classrooms throughout the school. Content area subjects are done in English using ESL methodologies. Word walls and labeling is done in English.

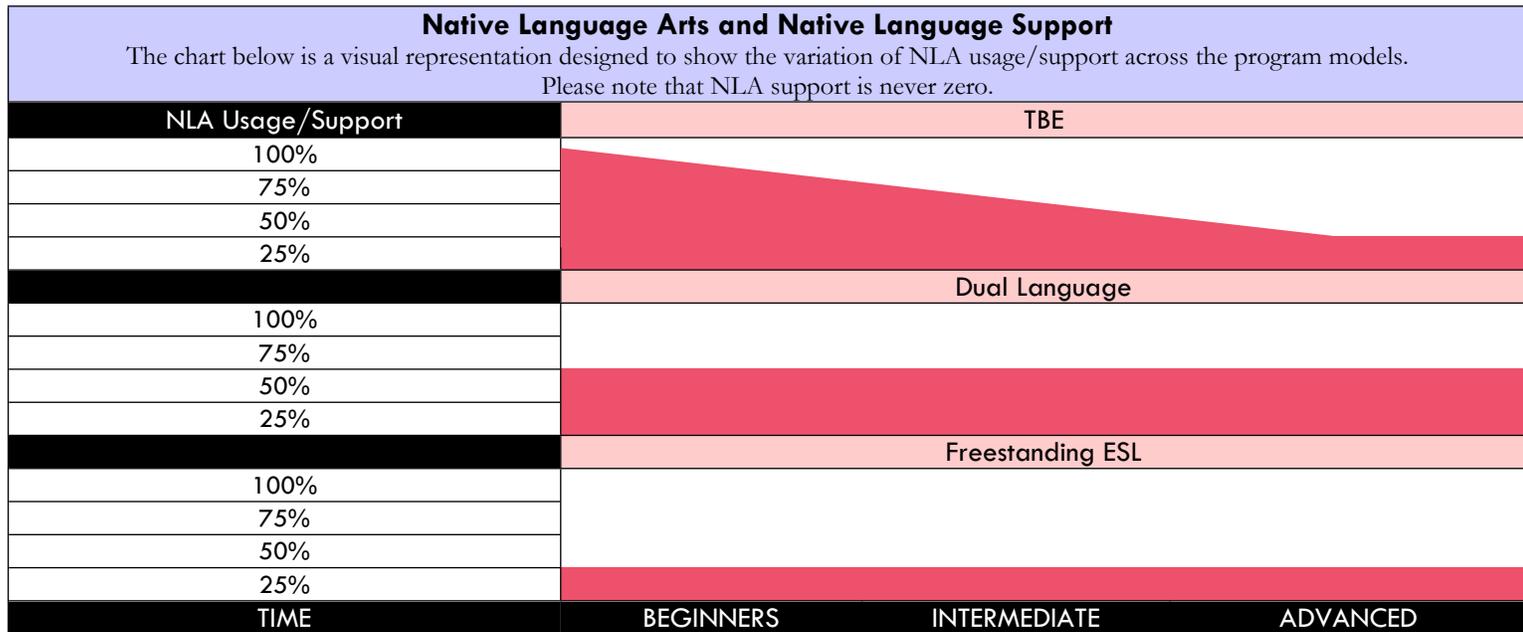
ESL Push-in – Push-in services are provided for a large portion of our students. Certified teachers push-in to one kindergarten class, three first grade classes, two second grade classes, one third grade class, and one fifth grade class. Depending on the levels in each room, these

students receive 360 or 180 minutes of ESL instruction by the push-in certified ESL teacher. Our advanced students also receive 180 minutes of ELA instruction. The workshop model is used in these classrooms, including on-going assessment to determine individual progress. Children are given differentiated instruction to meet their needs and their ESL level. Vocabulary enhancement, phonics, and scaffolding are included in their ESL instruction. The ESL teacher works collaboratively with the regular classroom teachers to plan and identify the needs of the ELL students. The content area teachers are also involved in the planning to meet the needs of these same students. Classroom instruction is supported during these lessons, which incorporate ESL strategies to scaffold, practice, assess, and review language structures through speaking, listening, reading and writing.

As new students arrive, as students make dramatic progress, and as at-risk students demonstrate concerns, our programs and schedules are modified to meet their needs. At all times, CR Part 154 regulations are complied with.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Based on their LAB-R scores, and their NYSESLAT scores if they have them from prior school, as well as parental requests, these students are placed in ESL or Bilingual classes. They receive on-going assessment including the ELL interim assessments, conferring during TC reading and writing workshops, and quizzes in mathematics, science, and social studies. They receive AIS services when indicated. They are invited to all after-school and Saturday programs, as appropriate for their grade.

The home-school connection will be expanded through parent meetings, adult ESL classes, and the use of parent volunteers, including Learning Leaders, in both the day and after-school programs. Parents will also be included in cultural awareness activities such as performances and trips.

Children's needs are addressed individually to identify the reason for their long-term status. BASIS, our A-11, NYSESLAT movement from year to year are all reports used to not only identify but evaluate progress of our students. Language needs are addressed within the classrooms, and children are provided with the support they require. An intervention plan is written for those students (PIP). This is required because these students are in danger of failing grade five and thus not graduating. Some of these students attend our after-school program (specifically for ELL students).

Where indicated, students are referred to our Pupil Personnel Team and, if additional evaluations are required, these are arranged for. If an IEP is required, language goals for these students are carefully written. The language of instruction is a function of each child's competency in English and/or in Spanish.

All students, identified as having special needs, are provided with all services required on their IEPs. Appropriate language goals are developed, and these are implemented both in the classrooms and in after-school and Saturday programs to which these students are invited. Our Collaborative Team Teaching (CTT) classes provide support for ELL students recommended for these classes. In two of the four CTT classes, there are teachers who are certified in ESL instruction. Each CTT classroom includes a paraprofessional who further enhances the instruction support offered to the students. Three of the four paraprofessionals are alternate language paraprofessionals. The foundation of these classes is support-"show-not tell", active engagement, and constant language development. In our self-contained SP ED classrooms, teachers and paraprofessionals work individually and in small groups with students to support all aspects of their learning.

Students participate in our transitional classrooms where language support is provided to all our students. NYSESLAT strand scores are reviewed to identify areas requiring special focus. AIS support, including test preparation, is provided. There are after-school and Saturday programs for our students to which these students are invited, and which support language development. Students participate in all test preparation activities, both during the school day and in after-school programs. These students receive supplementary services under Title III. Constant assessment is conducted in all subject areas so as to identify needs, which are then addressed in individual and small-group settings.

All Part 154 requirements are followed to the letter. Programming is arranged in September and then updated as required throughout the year to accommodate our newly arrived students. We monitor each student's placement and continuity of service. An additional teacher has been added to our staff so as to reduce the number of students in some pull-out groups, and refine instruction to meet individual needs.

ESL instruction is delivered according to the latest research, including vocabulary development, thematic approaches to reading and writing, graphics and pictorial representations. The Teachers College model is followed. Our teachers have attended QTEL, and the strategies learned are implemented throughout the lessons. Teachers differentiate instruction for our beginning and intermediate students, and continue to provide support for our advanced students while, at the same time, challenging them to work closely with our proficient students so they can continue to develop their language skills.

For our ESL pull-out/push in program, the following strategies are implemented: total physical response, scaffolding through picture walks, and building background concepts, graphic organizers, modeling, visual aides, dance, music, and chants.

For our ESL self-contained classes, teachers use a wide variety of strategies throughout their day. Our SP ED teacher includes pre-teaching vocabulary, visuals, hands-on, multi-sensory approach, cooperative learning techniques, and connecting the lessons to students' prior knowledge. Our kindergarten teachers also include heterogeneous grouping (by language proficiency) for group and partner work. Thematic teaching in grade one provides students with monthly word walls (e.g. January: cold, wind, scarf) that increase their vocabulary. Our second grade teachers include computer programs such as www.boggleworld.com that support vocabulary development. Leap Pads, and books on tape are utilized. Charts with word strips and pictures increase access to language. In grade three, small group instruction to support students is essential. Vocabulary is introduced with pictures. Our fourth grade identifies a conversational-based classroom to provide language practice for students. Frequent comprehension checks are implemented to check understanding and clarify meaning. In fifth grade, the focus is on modeling strategies and visual aids. Thematic units for Social Studies and word walls in all content areas assist students. Preview of vocabulary, graphic organizers and charts, and chunking of reading material allow our students in our CTT program to develop their language skills. This program also provides for many opportunities for students to speak with each other, practicing use of their academic language.

Teachers in our Bilingual programs utilize many of these same strategies. In addition the following methods are included: color coding and matching games, mixed-ability grouping in kindergarten. In grade on: role-playing, spelling word used in games such as Bingo, morning routines and math review in English, repeated simple questions and answers, phonics practice, read-alouds with accountable talk. Our four/five bridge class teaches explicitly the structure of language by introducing lessons that include sounds of English, grammar and writing. The teacher builds students' background knowledge for texts to be read. She uses photos, brainstorming, and "surveying the text". Students are provided with time to process what is being said. In our SPED bilingual class, the teacher practices listening comprehension, including the 5Ws questions. The writing process includes editing other students' work. Reading utilizes graphic organizers, discussions. Based on their LAB-R scores, and their NYSESLAT scores if they have them from prior school, as well as parental requests, these students are placed in ESL or Bilingual classes. They receive on-going assessment including the ELL interim assessments, conferring during TC reading and writing workshops, and quizzes in mathematics, science, and social studies. They receive AIS services when indicated. They are invited to all after-school and Saturday programs, as appropriate for their grade.

The home-school connection will be expanded through parent meetings, adult ESL classes, and the use of parent volunteers, including Learning Leaders, in both the day and after-school programs. Parents will also be included in cultural awareness activities such as performances and trips.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The staff at P.S. 92 includes fourteen certified ESL teachers. In addition, our staff includes three self contained Bilingual classroom teachers and two Administrators certified in Bilingual education. We have two staff members currently enrolled in the ITI program to seek ESL Certification. At P.S. 92Q we have adapted the Teacher's College reading and writing program. We have trained staff in TC curriculum, that provides professional development to all classroom teachers. All grades have a common TC preparation (prep) period and then a meeting period once a month. The Literacy Coach and the Math Coach provide professional development to new and experienced teachers. Our teachers are given opportunities to sign up for professional development that addresses their ESL questions and concerns. Our recently hired ESL teachers are in the program and receive support and guidance in following quality ESL strategies and methodologies. In addition we have our network support ELL Specialist who has provided PD specifically designed to provide strategies and analysis of language development. As a result of our network ELL support we have purchased computer software, text books, and professional reading material to be used as resources for ESL teachers.

To maximize our professional time we have designed a prep schedule that facilitates common prep periods for all the grade levels. This allows teachers to plan and strategize on their grade level, discuss assessments and their results, and do long term planning using data driven instruction. In addition, once a month administrators meet with the grade levels to discuss best practices, new implementations, and any concerns they might have.

We choose to administer the ELL interim assessment providing our teachers with data specific to ELL progress. We do this so children will be better prepared for the NYSESLAT exam (since the interim assessment is aligned with NYSESLAT). This year our inquiry team has expanded and has targeted our grade 1 to 5 ELL students. Combining PD with professional planning opportunities, it is our goal to cultivate a staff that can deliver instruction and services to LEP (Limited English Proficient) students helping them become proficient.

Title III funds are being used to staff and maintain qualified ESL teachers, to provide professional development workshops and seminars, to fund a ten week After School Teachers and Writers Program (teachers work alongside a professional writer while providing students assistance in writing). We will also begin an Arts and Music Cultural Experience Program which will also run for ten weeks. It will include three teachers and one administrator. It will run Saturdays and include parents as part of the family culture piece. We utilize hands-on, manipulative, materials for every lesson, especially in Mathematics, Science, and Social Studies. Charts, maps, pictures, word walls for all subject areas, are required. The series, On Our Way to English, is used in our self-contained ESL and Bilingual classes. Both classroom libraries and the school library include a substantial number of books in Spanish, at all reading levels. These include non-fiction as well as fiction. Everyday Mathematics materials are provided in Spanish for our Bilingual classes. NYSESLAT test prep tools are used to better prepare our ELL students in the language assessment (NYSESLAT).

Our teachers attend Teachers College workshops, including those specifically geared to ELLs. All our professional development within the school addresses instructional practices that are appropriate for ELLs. We utilize hands-on, manipulative, materials for every lesson, especially in Mathematics, Science, and Social Studies. Charts, maps, pictures, word walls for all subject areas, are required. The series, On Our Way to English, is used in our self-contained ESL and Bilingual classes. Both classroom libraries and the school library include a substantial number of books in Spanish, at all reading levels. These include non-fiction as well as fiction. Everyday Mathematics materials are provided in Spanish for our Bilingual classes. NYSESLAT test prep tools are used to better prepare our ELL students in the language assessment (NYSESLAT).

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The faculty and staff at P.S. 92Q believe that parent and community participation is an essential component to the success of our ELL programs. The family room acts as our bridge and invites parents and members of the community to be active participants and to support the program. We know that they in turn will enhance our learning community and improve the quality of education for all ELL students. We provide ESL classes for all parents and guardians so that they may play a more active role in their child's education. We will also invite guest speakers to come and give workshops and inform the parents on various topics such as health, legal and nutrition issues just to mention a few. The Parent Coordinator and the Family Worker will work cooperatively in order to disseminate information to all parents on educational activities that are happening in our community.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	47	33	9	5	9	17								120
Intermediate(I)	0	55	14	21	11	19								120
Advanced (A)	23	16	51	41	45	32								208
Total	70	104	74	67	65	68	0	0	0	0	0	0	0	448

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	1	0	2	2							
	I		45	2	1	2	1							
	A		43	52	13	10	8							
	P		21	11	56	40	27							
READING/ WRITING	B		37	32	2	3	2							
	I		59	10	27	6	4							
	A		34	20	41	43	30							
	P		3	30	0	1	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	45	10	2	71
4	4	38	11	0	53
5	14	30	2	0	46
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		38		20		5		69
4	3		32		14		5		54
5	4		20		20		3		47
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		19		28		4		54
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6		4		39		1		50
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The assessment data, across the grades, indicates that our students need to gain proficiency in reading and writing. Each class focuses on these strands on a daily basis, while at the same time, providing many opportunities for the children to listen and then speak about the content, thus increasing not only their basic language skills, but also their use of academic language. In addition to multiple opportunities during the school day, homework includes reading and writing each night. Our goal is to provide as many opportunities as possible for students to express themselves. Color-coded word walls in their native language, along with word walls in English allow for the transition from L1 to L2. Classroom libraries (in Spanish and in English), at a range of reading levels, allow students to develop skills in Spanish as they also begin to read in English. Trips have become an integral part of our instructional program, giving students common experiences to build to and build from.

Technology is used as an instructional tool throughout the school. In grades 1-3 the Headsprout Early Reading Program is used to initiate and reinforce decoding skills along with vocabulary development and comprehension skills. In grades 4 and 5 our ELL students are using Headsprout Reading Comprehension which differentiates instruction and positively correlates with the four components of the NYSESLAT. In grades K-2 the Foundations Reading Program is used to help students develop basic phonics and decoding skills.

In our Freestanding English as a Second Language Program, programs are language immersion-based, with constant opportunities for the students to use their language skills. Shared reading, shared writing, much modeling by the certified or ITI teachers provide the children with the ESL strategies they need to build their language foundation. Thematic teaching allows for vocabulary development. Word walls, charts, labeling, and a wealth of books support students. Trips provide common language experiences. For the classes that have push-in services, the certified teacher supports the reading and writing workshops as well as mathematics instruction by developing language with the students.

In grade one, the reading and writing scores are significantly lower than the listening and speaking. Our instructional program focuses on language experiences. Classroom and push-in ESL strategies include many listening and speaking opportunities. These, in turn, give our

these children.

For grade three, our self-contained ESL classes are taught by certified teachers, who constantly provide activities to develop students' language skills. Here, the data indicates that students have basic English skills but their reading and writing requires much work. These opportunities are provided in many venues: classroom lessons; after-school homework support, and as of January 2011 a Saturday Cultural Experience Program.

Our fourth and fifth grade students are constantly engaged in activities that support their reading and writing. Their teachers utilize ESL strategies throughout the school day, providing scaffolded and differentiated instruction, hands-on activities with discussion within groups followed by writing activities, constant assessment and "next steps" in reading and writing, just-right books at all required levels, reading logs, writing for homework each night. Our Enrichment after-school program provides additional support in reading, writing, and mathematics.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		