



**P.S. 092 BRONX**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 092 BRONX**  
**ADDRESS: 700 EAST 179 STREET**  
**TELEPHONE: 718-731-7900**  
**FAX: 718-294-1561**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321200010092      **SCHOOL NAME:** P.S. 092 Bronx

**SCHOOL ADDRESS:** 700 EAST 179 STREET, BRONX, NY, 10457

**SCHOOL TELEPHONE:** 718-731-7900      **FAX:** 718-294-1561

**SCHOOL CONTACT PERSON:** Manuel Antonio Estrella      **EMAIL ADDRESS:** MEstrella@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Cheryl Hall

**PRINCIPAL:** Manuel Antonio Estrella

**UFT CHAPTER LEADER:** Harry Vazquez

**PARENTS' ASSOCIATION PRESIDENT:** Angela Caminero

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 12      **CHILDREN FIRST NETWORK (CFN):** PSO/CFN 551

**NETWORK LEADER:** MARGARET STRUK/ANITA BATISTI/Pedro De La Cruz

**SUPERINTENDENT:** MYRNA RODRIGUEZ

**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/rdonlyres/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
Manuel Antonio Estrella	Principal	

\* 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.

□ Community School 92 is a collaborative school of excellence that builds upon a shared vision to service the educational, social, and emotional needs of our students who reside in the Crotona Park section of the South Bronx. The development of children is our priority and we educate to equip students to become caring and productive citizens with the intended purpose of creating and living in a better world. We have two distinguished Academies, The Learning to Read Academy for K-2 students and The Reading to Learn Academy grades 3-5. Each academy is responsible for nurturing the voice, imagination and creativity of every child. We go beyond the "expectations" and provide a challenging and learning environment so that our students may achieve success in the 21st century.

Last year we have restructured our school into two specific learning environments; The Learning to Read Academy (pre k -2) and The Reading to Learn Academy (3-5) each academy will address student needs in a new and focused way. It is the mission of the learning to read academy to empower students to read and write well through strategic teaching and assessments in reading and writing. Concurrently, it is the mission of the reading to learn academy to provide experiences that allow students to think critically about the information they have acquired and apply it in authentic ways.

Our school building comprises of four floors, one of which we share with P.S. 352, a district 75 school. We have a 447 seat auditorium that has been recently upgraded with a new theatre lighting system as well as a new theatre sound system. We have created a room on the first floor for our parent coordinator (room 190) complete with a parent resource library to assist and support parents through workshops and conferences. Our third floor has a beautiful Robin Hood funded library with a licensed librarian and a library assistant. We have two computer labs; one for the Learning to Read Academy and the other for the Reading to Learn Academy. Our school is dedicated to improving instruction and performance in the arts; we have a visual arts teacher, a drama teacher a music teacher and have just been awarded the Armani Grant for an in school music program for fifth grade students. Our school has two ICT classes; one in Kindergarten and the other in the second grade, we also have seven self-contained classes from Kindergarten through fifth grade. CS 92 has an ongoing partnership with Teachers College to implement the Reading and Writing Workshop as part of our literacy curriculum. We have experience consultants providing ongoing professional development which includes a principal study group, assistant principal study group, a teacher leader group, calendar days and six classroom lab sites.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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									
<b>School Name:</b>	P.S. 092 Bronx								
<b>District:</b>	12	<b>DBN #:</b>	12X092	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	34	36	36		89.9	89.8	TBD		
Kindergarten	81	73	78						
Grade 1	76	89	84	<b>Student Stability - % of Enrollment:</b>					
Grade 2	92	66	70	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	97	84	84		89.3	86.54	TBD		
Grade 4	95	95	89						
Grade 5	84	93	94	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		88.4	85.6	82.4		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		15	55	TBD		
Grade 12	0	0	0						
Ungraded	1	1	6	<b>Recent Immigrants - Total Number:</b>					
Total	560	537	541	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					10	7	6		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	69	59	73	Principal Suspensions	6	6	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	11	14	Superintendent Suspensions	0	1	TBD		
Number all others	55	49	41						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	94	71	62	Early College HS Participants	0	0	0		

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	56	52	78	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	8	35	Number of Teachers	47	47	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	13	TBD
				Number of Educational Paraprofessionals	10	9	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	61.7	61.7	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	57.4	55.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	72	70	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	98.2	TBD
Black or African American	25.9	28.1	28.7				
Hispanic or Latino	72.1	69.3	68				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	1.3	1.1				
White	1.1	1.1	0.7				
Multi-racial							
<b>Male</b>	53	52.5	53.8				
<b>Female</b>	47	47.5	46.2				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" 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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	▶
<b>Overall Score</b>	86.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	15.1	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 60% of the Overall Score)	53.9	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	▶

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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 schools 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?

Needs Assessment

As we begin to move toward implementation of the Common Core Standards in 2010, we are also beginning to measure success in a different way. The scale score conversions have changed in New York State, making multi-year trend analysis in 2010 meaningless, so we are looking at our data in terms of understanding where we are now rather than where we have been.

In terms of the New York City Progress Report, CS 92 received a "B" rating, outperforming 52% of all elementary schools citywide. The overall score of 46.7 is approximately 12 points below the level for an "A" rating. Student progress, again, was the strongest component of the Progress Report: the median growth percentile was 39.9% for ELA, and 69.1% for Mathematics. Within that, the focus on struggling students (lowest third) during last school year was evident, as the median growth percentile for this sub group was 73.7% for ELA and 75.1% for Mathematics. The school received credit for exemplary percent at proficiency for the SETSS sub group in ELA, with 23.8% attaining exemplary proficiency gains. Credit was also given for the Self Contained/CTT/SETSS students in ELA, the lowest third citywide and the Self-contained/CTT/SETSS students in Math. Overall, while the lowest third and students with disabilities sub groups indicated some positive growth, the most significant negative progress was in students attaining levels 3 or 4.

At the New York State level, although the comprehensive data has not yet been released, we know through the NYStart system that we did make AYP in Math and Science, but we did not make AYP in ELA. We do not yet know if a Safe Harbor will change the overall status. This year we should remain "In Good Standing", as CS 92 was at that level last year.

The New York State ELA test results, as evaluated under the new scale score conversion, are as follows:

The number of students performing at level 3 and 4 ranges from 23 % in 3<sup>rd</sup> and 4<sup>th</sup> Grade to 32% in 5<sup>th</sup> Grade. Both level 1 and 2 students need to be targeted for instruction, while initiatives need to be in place to keep those students at grade level from slipping to a lower level.

For the ELA in our ethnic subgroups, 30% of our Hispanic or Latino students performed at level 3 or 4, while only 17% of Black or African American students were at level 3 or 4. Students

who are Former ELLs outperformed both ELL students and Non-ELL students on the 2010 NY State ELA, with a higher percentage of level 3 or 4 and a significantly lower percentage of level 1 scores (69% vs. 25% level 3 and 4 in both ELL and non-ELL populations) as follows:

ELL, Former ELL, and Non-ELL Students on

### **2010 NY State ELA (Grades 3-5 )**

Although CS 92 made AYP in Math, our overall performance has gone down significantly with the change in scale score conversion. The percentage of level 1 has increased dramatically, particularly in the 3<sup>rd</sup> Grade.

In the NY State Math test, our Hispanic or Latino students (37% level 3 or 4) outperformed our Black or African American students (32% level 3 or 4). The difference between the 2 groups is less than in ELA. Our Former ELL students, as in ELA, significantly outscored the ELLs and the Non-ELLs, as follows:

In the 2009-2010 Quality Review, CS 92 attained a “Proficient” level, an improvement from the 2008-2009 Quality Review. The following are areas cited as “what the school does well”:

- The school’s leadership uses its resources effectively to make organizational and instructional decisions that are aligned to school goals and long range plans.
- The school has developed an inclusive culture that supports progress towards the school’s academic goals.
- There is a short list of clear, focused school-level goals and action plans which drive organizational and curricular decisions and the school’s efforts to accelerate student learning.
- Teachers in each grade engage in structured professional collaboration using an inquiry approach that promotes leadership and focuses on student learning.
- Professional learning opportunities are structured to support the school’s goals and enable teachers to evaluate and revise their practices leading to improvements in student learning.
- School leaders and faculty have structures in place to regularly evaluate and adjust the use of instructional resources in response to student learning needs.

The following are areas noted by the Quality Reviewer as “what the school needs to improve”. We need to:

- expand analysis of student outcomes in classroom-level data to all teachers to create a picture of individuals' and subgroups' strengths and areas of need to differentiate instructional strategies.
- ensure collaborative processes are used with students in all core subjects to set learning goals which are measurable, reflect each student's needs and indicate specific next steps to increase achievement.
- provide a structured professional development plan for each teacher to meet their specific developmental and content knowledge needs in order to promote high levels of instruction in all classes.
- develop and expand structures and systems to regularly evaluate and adjust assessment practices and tools, to promote student achievement.

In Science, 72% of 4<sup>th</sup> Grade students performed at level 3 or 4. This was much lower than the 2009 scores (92.4% of 4<sup>th</sup> grade students were at level 3 or 4). Again, the Former ELL students performed highest, although there were only 5 students (100% were at level 3 or 4). Non-ELLs outperformed ELL students, probably due to the academic rigor of the questions, which can be a particular challenge for non-native speakers, or science vocabulary across languages.

CS 92 Attendance rate overall was 88.4%. It is interesting to note that while there are more boys than girls in the school, female students' attendance rate was 90%, while male students' attendance rate was 87%.

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- The school's leadership uses its resources effectively to make organizational and instructional decisions that are aligned to school goals and long range plans.
- The school has developed an inclusive culture that supports progress towards the school's academic goals.
- There is a short list of clear, focused school-level goals and action plans which drive organizational and curricular decisions and the school's efforts to accelerate student learning.
- Teachers in each grade engage in structured professional collaboration using an inquiry approach that promotes leadership and focuses on student learning.
- Professional learning opportunities are structured to support the school's goals and enable teachers to evaluate and revise their practices leading to improvements in student learning.
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The following are areas noted by the Quality Reviewer as "what the school needs to improve". We need to:

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- ensure collaborative processes are used with students in all core subjects to set learning goals which are measurable, reflect each student's needs and indicate specific next steps to increase achievement.
- provide a structured professional development plan for each teacher to meet their specific developmental and content knowledge needs in order to promote high levels of instruction in all classes.

- develop and expand structures and systems to regularly evaluate and adjust assessment practices and tools, to promote student achievement.

The 2010-2011 school year at CS 92 will be an important time. We need to continue the emphasis on professional development in Literacy through Teachers College, which helps support all subjects. Math and Science require a significant focus, especially as we move toward implementation of the Core Standards. Everyday Math, along with the structures emphasized in the TC curriculum, are the components we will use to focus on foundational skills across the grades. The Math Coach will work closely with teachers to support implementation of the curriculum, prioritizing new to school and new to grade teachers. A new Teacher Center will be open during the year, with materials and computers available to support data investigations and professional collaboration. Inquiry work will again be conducted throughout the school, with representation from each grade on the Inquiry Team. Parent outreach will also complement these initiatives, with a Family Math and Literacy Night in the fall, and collaboration through the School Leadership Team.

## 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	Short Description
<input type="checkbox"/> <b>Goal: 1 To improve the student performance on the New York State ELA Assessments where the percentage of students who received a level one on the ELA Assessment will decrease by 10% and students who received a 3 and 4 will increase by 8%, giving a total movement of 18% for increased student outcomes.</b>	<input type="checkbox"/>  <b>Due to the adjusted scale score for student proficiency students will be provided with a 50-minute period of instructional time through the reading and writing workshops. Our ongoing professional development with Teacher’s College will provide teachers with a knowledge base on best instructional practices that include the alignment of the common core standards, balanced literacy structures and implementation of guided reading, conferring as well as ongoing assessments through the use of running records and small group instruction. Our early morning SGIP (Small Group Instructional Program) will provide students with the necessary and data driven interventions to support student outcomes and academic growth in the areas of English Language Arts.</b>
<input type="checkbox"/>	<input type="checkbox"/>

<p>To improve the school's academic expectations, communication.</p> <p>Engagement, and safety and respect as indicated on the teacher's section of the New York City Progress Report's Learning Environment survey.</p>	<p>Teachers at CS 92 will receive professional development to enhance the academic expectations and engagement of all students in the building. They will use our new conflict resolution program as the new curriculum for providing students with safety and respect for all. Academic expectations will be raised through our collaboration with teachers college, professional development with our Fordham partnership and with Carl Anderson. Teachers also voted to include Thursdays as their professional learning community in lieu of the extended daytime program, this time will be utilized to look at student work and learn new strategies for conferring with student writers as well as looking at best practices in the classroom. Teacher leaders will be involved in a weekly cabinet meeting to discuss curriculum, data, goal-setting and student outcomes.</p>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>





## 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**

**ELA**

(where relevant) :

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> <b>Goal: 1 To improve the student performance on the New York State ELA Assessments where the percentage of students who received a level one on the ELA Assessment will decrease by 10% and students who received a 3 and 4 will increase by 8%, giving a total movement of 18% for increased student outcomes.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Describe your plan for meeting your goal, including staffing, scheduling, and funding.  <b>The budget was utilized to include additional staffing in all grades to reduce class size.</b>            Teachers will use Acuity assessments, conferences, guided reading and observations to track student progress in ELA.            Teachers will use TC running records to assess fluency, comprehension and critical thinking skills to determine appropriate reading levels for independent work and small group instruction.            Fair student funding was used to fund an intervention teacher for grades three, four and five.            Title I monies were used to provide professional development for teachers for a series of workshops with Carl Anderson to improve student-teacher conferences in the writing workshop.            Grade specific teachers will be provided with two retreats through the Leadership Academy conducted by Dr. Joanna Uhry, from the educational department at Fordham University.  <b>All Teachers will participate in a writing study group with the principal.</b></p>



<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> • Title 1 Fair Student Funding allocation • Title III Funding allocation • Childrens' First allocation are used to provide professional development via our PSO</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>  <input type="checkbox"/></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>• Title 1 Fair Student Funding allocation • Title III Funding allocation • Childrens' First allocation are used to provide professional development via our PSO</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	
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**Subject Area (where relevant) :** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**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	10	10	N/A	N/A		1		3
1	65	65	N/A	N/A		4	1	2
2	69	69	N/A	N/A	1	4	1	1
3	62	62	N/A	N/A	1	4		2
4	65	64			2	2		2
5	73	70	27		2	2	1	3
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<input type="checkbox"/> During small group instruction we target level 1 and level 2 students for literacy instruction using standard based concepts and skills. We provide classroom support using a push in model. We have 2 AIS providers that work with first – fifth grade students. In grades K through 2 the AIS provider works on Foundations in a small group or one-to-one setting. Students also work on software which include, the Waterford Reading Program, and Kid Keys. The third-fifth grade AIS provider delivers instruction through guided reading (small group) and Wilson. The AIS providers also conducts small group instruction through strategy groups. The use of Teachers College protocols and strategies are implemented to reinforce our literacy curriculum and provide assessment data. All services are provided throughout the school day.
<b>Mathematics:</b>	<input type="checkbox"/> We provided at-risk services during small group instruction and utilized the EDM differentiated instruction and readiness activities. Coach and Kaplan test readiness instruction is also given. We utilized the pre-test results to differentiate instruction. The EDM games, math manipulative, and mathematical tools are utilized to enhance students application and knowledge of basic mathematical skills.
<b>Science:</b>	<input type="checkbox"/> During the school year, we plan to integrate science instruction based on student needs.
<b>Social Studies:</b>	<input type="checkbox"/> During the school year, we plan to integrate social studies instruction based on student needs.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Individual and group sessions which cover problem identification, strategies, and coping skills. Topics include self esteem building , anger management, study skills, peer mediation, and conflict resolution.

<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Our school psychologist provides at-risk services to students as conditions arise. Our partnership with Bronx Lebanon provides out-patient psychotherapy once a week. Strategies include art therapy, play, psychotherapy, collateral sessions, and support for the student and family.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Our social worker provides at-risk services to students as conditions arise. In class presentations on various topics will be provided depending on needs of the school, students and parents. Lessons include one-to-one conflict resolution, and organizational skills.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Students are seen by the school nurse and provided with at risk preventative medication and education about disease and their prevention.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 161**

**Non-LEP N/A**

**Number of Teachers 5**

**Other Staff (Specify) 1 Administrator**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**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.

□

Community School 92 Transitional Bilingual/ and English as a Second Language programs conforms to the New York State Part 154 guidelines, ASPIRA Consent Decree and the Chancellor's Regulations. CS92 has six (5) bilingual classes from grades K to five (5) serving our 161 students. The Transitional Bilingual and ESL programs housed at our school consist of the following:

a) K through grade five (5) utilizes a variety of visual and literacy strategies to promote acquisition of English and Spanish along with cultural diversity.

b) The program maintains and fully develops the students' primary language with grade appropriate level activities.

c) Within the various grades English Language Learners (ELL) receive instruction in English as a Second Language (ESL).

The students in the program are held to the same high standards as the monolingual students. English as A Second Language and Native Language Arts are taught daily. The number of certified teachers projected for the academic year 2009-10 year is six (5). The language of instruction is in Spanish and English. The instructional strategies the teachers implement are in alignment with the New York City, State and the English Language Learners Standards. These instructional strategies include test sophistication to prepare students for the city and state exams. The ELL teachers use the point of entry model, "to, with and by" to ensure student engagement, student productivity, and real world application. The C.S.92 Bilingual Education and ESL teachers meet - continuously to disaggregate data provided by such assessments as: EL Sol, Teachers College Running Records, NYSESLAT, ELE, ELL Periodic Assessment, and teacher assessments to drive instruction.

Students at risk receive the following intervention:

Small group differentiated instruction utilizing Technology programs such as: Waterford, Achieve 3000, and Kaplan Keys Unlock the New York State English Language Arts and Math Test –

ESL Push in / Pull Out group instruction based on the NYSESLAT results,

### **ELLs After-school**

The program will be provided Wednesdays and Thursdays from 3:15 p.m. to 4:50 pm for 3 groups in grades 3-5, January – April 2011. Students will be served by certified ESL/BL teachers. This program builds upon the strength of the school day content area study and language development and Math skills in a small group setting. There will be a supervisor to maintain a safe environment and ensure quality instruction. Students will be able to work with a literacy program to enforce their literacy skills such as language development, vocabulary development, reading comprehension and writing skills. Students will be prepared for the ELA and Math state assessments.

We will also purchase supplementary materials to support these programs such as:

Achieve 3000 Technology based program

Test Prep Materials - Getting Ready for the NYSELSAT books

Kaplan Keys ELA and Math Test Prep Books

NYC Standards and NYC Scope and Sequence for Content Areas

### **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.

□

All bilingual and monolingual teachers are scheduled to meet and discuss strategies during grade meetings, conferences and staff development sessions. On going professional development sessions provide teachers with time to plan both short and long term instruction goals. Content obligatory and content compatible language objectives include function, vocabulary and grammar language skills. After attending conferences and city wide seminars teachers exchange best practices such as second language acquisition theories and curriculum development and implementation. Effective practices which continue to be implemented include project based learning, scaffolding strategies, differentiated instruction, cooperative learning, graphic organizers including charts and diagrams. During our staff development sessions the following resources are used: LAP Guidelines, LAP Principles, Chancellor's Seven Recommendations, Implementation Recommendation IV (CARE), and New York State Regulations CR Part 154. In addition, we will continue to use the LAB-R and NYSESLAT to group students and determine instructional alignment to the mandated ESL/ NLA and ELA standards. Students will have access to content area standards-based instructional materials in both languages, Spanish and English. Teachers, School Leadership Team members, and staff will use data to implement informed decision making and drive instruction. Our school's goals for all ELL's is to develop student proficiency in both their first and second language, to implement a coherent Language Allocation Policy , to meet or exceed New York City and State Standards, and to develop academically bilingual/ bicultural students who can function in our ever changing global society. Professional Development Activities for the 2009-2010 school years at CS92 will be continuous and on going throughout the year. The staff will receive staff development not only during in-house monthly meeting provided by the Assistant Principal but also by the , Literacy and Math Coach but also via opportunities offered by the New York City Office of English Language Learners and our partnership with our Fordham PSO The focus will be on the scientifically researched-based implementation of:

Teachers College Balanced Literacy Reading and Writing Workshop

Balanced Mathematics

Point of Entry Model

The Principals of Learning

ESL Methodologies

Data Based Differentiated Instruction

Throughout the year the staff will continue to attend staff development sessions on second language learning, acquisition and techniques to improve relationships between the school community and home.

**Section III. Title III Budget**

School: CS 92

BEDS Code: 321200010092

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	6,552.00	<input type="checkbox"/> 4 teachers x 41.98 x 26 sessions x 1.5 hrs ea = 156 hrs. 156 hours of per session for 4 Bilingual / ESL teachers to support an After School Program
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	<input type="checkbox"/>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	6,390	<input type="checkbox"/> Getting Reading for the New York State English as a Second Language Arts Test Prep Program Kaplan Keys Unlock the New York State English Language Arts and Math Program Chart paper Pencils Post its copy paper students notebooks
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A

<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **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.

Based on a review of the Home Language Survey Forms and School Leadership Team recommendations, in compliance with the No Child Left Behind and Child First Mandates, we find the need to request a Translator. Parent letters are sent home in English and Spanish. For those parents of student whose native language is Arabic or Albanian, we utilize the Department of Education Telephone and Computer Translation service

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.

The Home Language Survey data indicates that 70% of our parents are Hispanic and an increased number 1.3% are of Arabic and Albanian. In September during our school-wide Open House and Parent Orientation sessions the parents are informed of our ELL programs and translations services offered by C.S. 92.

### **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.

A Spanish Translator will translate English documents into Spanish, thus, providing a parent – school connection that will improve their parent capacity to assist their children academically and in their social achievement. Items to be translated consist of, but will not be limited to, the following:

Parent Letters to communicate about academic programs and services offered in the school.

Open School Night Activities  
Testing Dates and Preparation  
Parent Workshops  
Parent Surveys

Parents will have received Title I School Involvement Policy and School-Parent Compact in September.

The New York City Department of Education website will be utilized to access translations for parents and students whose native language is Arabic and/ or Albanian.

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.

Oral interpretation services will be provided by our Spanish speaking Principal, Assistant Principal, Social Worker and teachers. In the immediate need of translation for members of our school community whose native language is either Arabic or Albanian, we will utilize other speakers of the same language.

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>.

C.S. 92 conforms to the Section VII of the Regulations A-663 regarding parental notification requirements for translation and interpretation services as found in our Budget Plan for Translations/ Interpretation Plan 2009-2010

## 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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	519,349.00	118,932.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,193.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,967.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	51,939.00	*	

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 2009-2010 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.

N/A

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

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- a. **Parents will be provided opportunities to be actively involved in the establishment of school-based policies and recommendations by serving as members of the School Leadership Team.**
- b. **Parents will be notified of ongoing events, workshops, and activities in a timely fashion through monthly calendars, reminders letters, flyers, e-mail when provided on by the parent, and a news bulletin board set up at the mainentrance.**
- c. **Workshops will be provided in reading and writing and parent support for students and life skills.**
- d. e. **Parents will be encouraged to participate in all events and seminars.**
- f. **Recommendations will be made to the parents on setting up a quiet area at home for their children to complete their assignments and to study.**
- g. **In order to be cognizant of school policies and current events parents will be encouraged to participate in our monthly P.A. meetings which are held in the evening hours of 6:00PM-7:30PM.**
- h. **C.S, 92 will encourage the parents to share in their child's success reflects the parents diligence and commitment to education.**
- i. **Parents will be advised to attend Parent Teacher Conferences so that they will be mindful of there child's progress.**
- j. **Parents will review and sign there child's homework daily.**
- k. **Parents will be provided the opportunity to become Learning Leaders through the 3 day Mandated training.**

- I. Parents will be encouraged to participate in the Family Friday event once a month where they can interact in their child’s classroom for a period of 30min.
- m. Parents will be encouraged to participate in workshops within the neighboring school C.S.211, C.S. 300, C.S. 44 as a networking program between the schools.
- n. Parents will be provided with the Chancellor’s Discipline Code.
- o. Parents will be encouraged to attend Workshops at Teachers College.

**2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation :** 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

C.S. 92x safe, nurturing and multicultural diverse school community supports a curriculum rich in the application of critical thinking, problem solving skills within all academic areas. Our staff collaborative approach and the cooperation of our parents helps prepare our students to become lifelong learners.

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<p>The School</p> <p><b>C.S. 92 will provide a curriculum that incorporates</b></p>	<p><b><i>Parent/Guardian</i></b>  <b>Parents/ Guardian at C.S. 92 will send their children to school daily</b>          appropriately dressed with school</p>	<p><b><i>Parent/Guardian</i></b>  <b><i>Parents/ Guardian at C.S. 92 will send their children to school daily</i></b>          appropriately dressed with school uniform, prepared to learn, and on</p>
-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>academic rigor,</b> accountable talk and clear expectation</p> <p>C.S. 92 will provide workshops in all curriculum areas. Parents will</p> <p>be notified on a timely fashion by monthly calendars, reminder letters,</p> <p>flyers and a new bulletin board set up in the main entrance.</p> <p>Format Parent Teacher Conferences will be held 2x a year. Other parent/teacher conferences will be held as needed by individual teachers or parents.</p> <p>C.S. 92x will implement a K-5 homework policy.</p>	<p>uniform, prepared to learn, and on time.</p> <p>Parents/Guardians of C.S.92 children will make every attempt to</p> <p>Attend as many workshops as they can.</p> <p>Parents/Guardians will attend all parent/teacher conferences to discuss the academic progress of their children. Parents/guardians will communicate with the school about and additional meetings that</p> <p>They need to ensure that the educational, emotional and social needs of their children are being met.</p> <p>Parents/Guardians will review and sign their child's homework daily.</p> <p>Parents/Guardians will read to their children regularly. They will</p>	<p>time.</p> <p>Parents/Guardians of C.S.92 children will make every attempt to Attend as many workshops as they can.</p> <p>Parents/Guardians will attend all parent/teacher conferences to discuss the academic progress of their children. Parents/guardians will communicate with the school about and additional meetings that They need to ensure that the educational, emotional and social needs of their children are being met.</p> <p>Parents/Guardians will review and sign their child's homework daily.</p> <p>Parents/Guardians will read to their children regularly. They will set up a quiet area at home for their children to complete their assignments and study.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Parents will be provided with effective reading/math strategies in order</p> <p>To work with their children at home.</p> <p>Parents will be provided with the Chancellor's discipline Code.</p>	<p>set</p> <p>up a quiet area at home for their children to complete their assignments and study.</p>	

**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.

During small group instruction we target level 1 and level 2 students for literacy instruction using standard based concepts and skills.

We provide classroom support using a push in model. We have 2 AIS providers that work with first – fifth grade students. In grades K through 2 the AIS provider works on Foundations in a small group or one-to-one setting. Students also work on software which include, the Waterford Reading Program, and Kid Keys. The third-fifth grade AIS provider delivers instruction through guided reading (small group) and Wilson. The AIS providers also conducts small group instruction through strategy groups. The use of Teachers College protocols and strategies are implemented to reinforce our literacy curriculum and provide assessment data. All services are provided throughout the school day.

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.

This information can be found in Appendix 1 page 13, appendix 2 page15, appendix 4 page18 as well as in Sections 4,5,6 on pages 9-11.

o Help provide an enriched and accelerated curriculum.

This information can be found in Appendix 1 page 13, appendix 2 page15, appendix 4 page18 as well as in Sections 4,5,6 on pages 9-11.

o Meet the educational needs of historically underserved populations.

This information can be found in Appendix 1 page 13, appendix 2 page15, appendix 4 page18 as well as in Sections 4,5,6 on pages 9-11.

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.

Our school psychologist provides at-risk services to students as conditions arise. Our partnership with Bronx Lebanon provides out-patient psychotherapy once a week. Strategies include art therapy, play, psychotherapy, collateral sessions, and support for the student and family. Individual and group sessions which cover problem identification, strategies, and coping skills. Topics include self esteem building , anger management, study skills, peer mediation, and conflict resolution.

o Are consistent with and are designed to implement State and local improvement, if any.

This information can be found in Appendix 1 page 13, appendix 2 page15, appendix 4 page18 as well as in Sections 4,5,6 on pages 9-11.

3. Instruction by highly qualified staff.

This can be found in Section 3 Part B on page 6-The Schools Demographics and Accountability Snapshot.

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.

□ This information can be found in sections 5,6 on pages 10 and 11.

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

□

CS 92 has a hiring committee that consists of teachers and administrators that use rigorous interview techniques to address the specific position being offered.

All candidates are rated based on the interview skills, a writing sample and their educational philosophy as well as providing a demo lesson.

All new teachers are provided with a mentor as well as in-classroom support from our Coach and grade supervisor.

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

□ This information can be found in appendix 4 part B on pages 18-22.

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.

□

A partnership is formed with the community Head Start program and we provide a tour of the school for children transitioning into Kindergarten.

All Pre-K students are given an Early Childhood assessment which the teachers use to develop the curriculum and monitor student growth.

Our Pre-K teachers also receive opportunities to meet with teachers in grade K during common planning time.

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.

□

CS 92 has created an Instructional Leadership Team consisting of teacher representatives in every grade level as well as an enrichment specialist.

Teachers have common planning meetings at least twice a week where teachers analyze data and create effective strategic plans to meet student needs.

CS 92 has made it a priority to ensure that every teacher is involved in the inquiry process.

A teacher resource room is available throughout the day for teachers to utilize for professional growth and resources.

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.

This information can be found in Appendix 1 AIS Summary Form on page 13.

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.

This information can be found in Appendix 9 on page 36

CS 92 has piloted a Breakfast in the classroom program.

CS 92 is conducts a yearly Fitness Gram review as well a Field Day for all students.

## **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 specifically 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" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**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.

<sup>2</sup>**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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)  
According to the latest demographic data (2008-2009) we have 55 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

Students in need of transportation will be provided with a metro card to attend school.

Educational outings that require a fee will be paid to ensure students participation.

A Monthly Attendance Ceremony to acknowledge students who attend school regularly.

Supplies will be distributed to students on an as needs basis. Supplies will include but not limited to a book bag, notebooks and pencils etc.

School uniforms will be provided to incoming students to support our uniform policy. Additional uniforms and other clothing items will be available. Clothing will include coats, undershirt, and socks.

The school psychologist and social worker will address students' social and emotional development, trauma, or family concerns and will provide counseling.

Monthly parent workshops will address current needs and supports for families.

The Parent Coordinator will have regular contact with families and the shelters to form a partnership. Senior dues will be provided to cover photos, senior trips, and other events.

**Part B:**

**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).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A
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.  
N/A



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_12X092\_020411-151937.doc

## 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 <b>Fordham University PSO</b>	District <b>12</b>	School Number <b>092</b>	School Name <b>Community School 92</b>
Principal <b>Manuel A. Estrella</b>	Assistant Principal <b>Nilsa Schrader</b>		
Coach <b>Math- Leslie Buxton</b>	Coach <b>type here</b>		
Teacher/Subject Area <b>Natalie Acosta</b>	Guidance Counselor <b>Zaida Glass</b>		
Teacher/Subject Area <b>Alex Mayancela</b>	Parent <b>Angela Caminero</b>		
Teacher/Subject Area <b>Erica Fernandez</b>	Parent Coordinator <b>Mildred Rodriquez</b>		
Related Service Provider <b>Robert Trevino</b>	Other <b>type here</b>		
Network Leader <b>type here</b>	Other <b>type here</b>		

#### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>5</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>519</b>	Total Number of ELLs	<b>151</b>	ELLs as Share of Total Student Population (%)	<b>29.09%</b>
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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.

Community School 92 Transitional Bilingual Program conform to the New York State Part 154 guidelines, ASPIRA Consent Decree and the Chancellor's Regulations and the Language Allocation Policy principals and guidelines. C.S. 92 has six (4) bilingual classes from grades K to five (5) serving 151 students. We have two Transitional Bilingual Bridge Classes ; Grade One and Two and a Grade Three / Four bridge class. In grades K through 5, our students are engaged in the Transitional Bilingual Program Model.

The students in these programs are held to the same high standards as the monolingual students. English as A Second Language and Native language Arts are taught daily. The language of instruction is in Spanish and English. The instructional strategies the teachers implement are in alignment with the New York City, State and the English Language Arts Standards. These instructional strategies include test sophistication to prepare students for the city and state exams. The ELL teachers use the point of entry model, "to, with and by" to ensure student engagement, student productivity, and real world application. The CS92 Professional Development team continuously meets to disaggregate data provided by such assessments as: Spanish Running Records A-Z, ,Foundations Early Intervention Program, Achieve 3000 Technology based Intervention Program as well as, New York City and State assessment to drive instruction.

C.S. 92 is a Pre K through grade 5 elementary school serving an ethnically diverse population of which 73.0% are Hispanic, 28% are African American, 0.2% are White / Alaskan Natives and Native Americans. English Language Learners placement is based on Home Language Survey Forms, an informal oral interview and LAB R Results. As part of Section 154, parents of students are continuously informed of the various activities and examinations through parent workshops, letters, and monthly school calendar in both English and Spanish. Parents of newly enrolled ELL students are provided with an orientation session as they register in the auditorium and throughout the year, on the state standards, assessments, school expectations and general program requirements. They view the video, "Orientation for Parents" for English Language Learners. This process is on going throughout the year as new admits are enrolled in our school. Our English as Second Language and Bilingual Academic Intervention teachers meets with newly admitted students and their parents and conducts the orientation, which consist of the aforementioned process. At the completion of the orientation parents of newly enrolled ELL complete a parent survey. At this time the parents are informed of the New York City-wide three- (3) different Bilingual programs and parent choices. The school parent coordinator provides additional support and guidance to the parents of newly enrolled students to the New York City Department of Education.

After reviewing the Parent Survey Forms and Program Selection, the trend in program choices that parents have been requesting is as follows:

1. Parents whose Native Language is Spanish request their child enter our Kindergarten Bilingual Program.
2. Parents of new admits, whose native language is Spanish and are entering the New York City Public School system for the first time, request their child be placed in a Bilingual Program.

3. Parents of a transfer student, whose native language is Spanish and has had their child in a Bilingual Program, request their child continue their education in a Bilingual Program.

Thus, the programs in our school are aligned with parental request.

## 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1		1		1	1								4
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>														0
<b>Total</b>	1	0	1	0	1	1	0	0	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	151	Newcomers (ELLs receiving service 0-3 years)	101	Special Education	28
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	1

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	55	0	0	15	0	0	0	0	0	70
Dual Language	0	0	0	0	0	0	0	0	0	0

ESL	□49	□0	□14	□6	□0	□11	□0	□0	□1	□55
Total	□104	□0	□14	□21	□0	□11	□0	□0	□1	□125
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

**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	14	7	11	9	12	17								70
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
<b>TOTAL</b>	<b>14</b>	<b>7</b>	<b>11</b>	<b>9</b>	<b>12</b>	<b>17</b>	<b>0</b>	<b>70</b>						

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**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	6	18	14	10	11	12								71
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	0	2	0	2	2	0								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian					1									1
Other	1													1
<b>TOTAL</b>	<b>7</b>	<b>20</b>	<b>14</b>	<b>12</b>	<b>14</b>	<b>12</b>	<b>0</b>	<b>79</b>						

## 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.

At C.S. 92 have both the Transitional Bilingual and English as a Second Language programs in grade K- 5. We have one transitional bilingual class for each grade K- 5. For our Free Standing ESL program we have one ESL and one Special Education ESL Teacher. In the early grades Kindergarten and First, our model of instruction is focused on developing the native language using the 60/40 model. Here the teacher develops the students' native language, Spanish, builds confidence, self esteem and pride for the native language. The content areas of Native Language Arts, Math, Science and Social Studies are taught in the students' native language, while Art, Music, Physical Education, and Technology are taught in English. The 90 minute literacy block is utilized in Spanish to develop literacy and oral language skills. In the Early Childhood grades English literacy skills such as phonemic awareness, fluency, and word attack skills are introduced using the Waterford Early Intervention Program and ESL methodologies. . This is taught in our Early Childhood Technology lab where students utilize computers to develop literacy skills in English. In the early grades, the teachers utilized the classroom Spanish and English Library, Getting Ready of the N.Y.S.E.S.L.A.T, both Spanish and English Math books, center materials, manipulative, Spanish Phonic and Literacy Scott F books, maps and globes to teach the various disciplines. The students in these grades are assessed utilizing the EL SOL, Foundations and A-Z Spanish reading running records, and Teachers College English running records as well as formal and informal teacher assessment in core curriculum areas such as Social Studies, Math and Science. In the NYSELSAT many of the students in K/ 1 score at the beginning and intermediate levels. However, utilizing the EL SOL Spanish Literacy assessment program, the students achieve scores of intermediate and advance levels. Thus, the students tend to dominate the native language with more success and fluency. In grades one – five the students are assessed using N.Y.S.E.S.L.A.T proficiency levels. Utilizing the results of this exam, the teachers schedule instruction based on beginning, intermediate, and advance. For example, beginners in these grades receive 50% of their classroom instruction in English and the other 50 % is in Spanish. Whereas, students who score at the advanced level, are provided with 75% English instruction and 25% Spanish. In all instances teachers utilized ESL strategies and methodologies to develop literacy and math skills. Teachers are required to submit and post schedules which reflect the students' proficiency levels and units of instructions based on these competencies. Thus, insuring that students who scored at the beginning and intermediate levels on the N.Y.S.E.S.L.A.T exam receive 360 minutes and advanced students receive 180 minutes of ESL per week.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

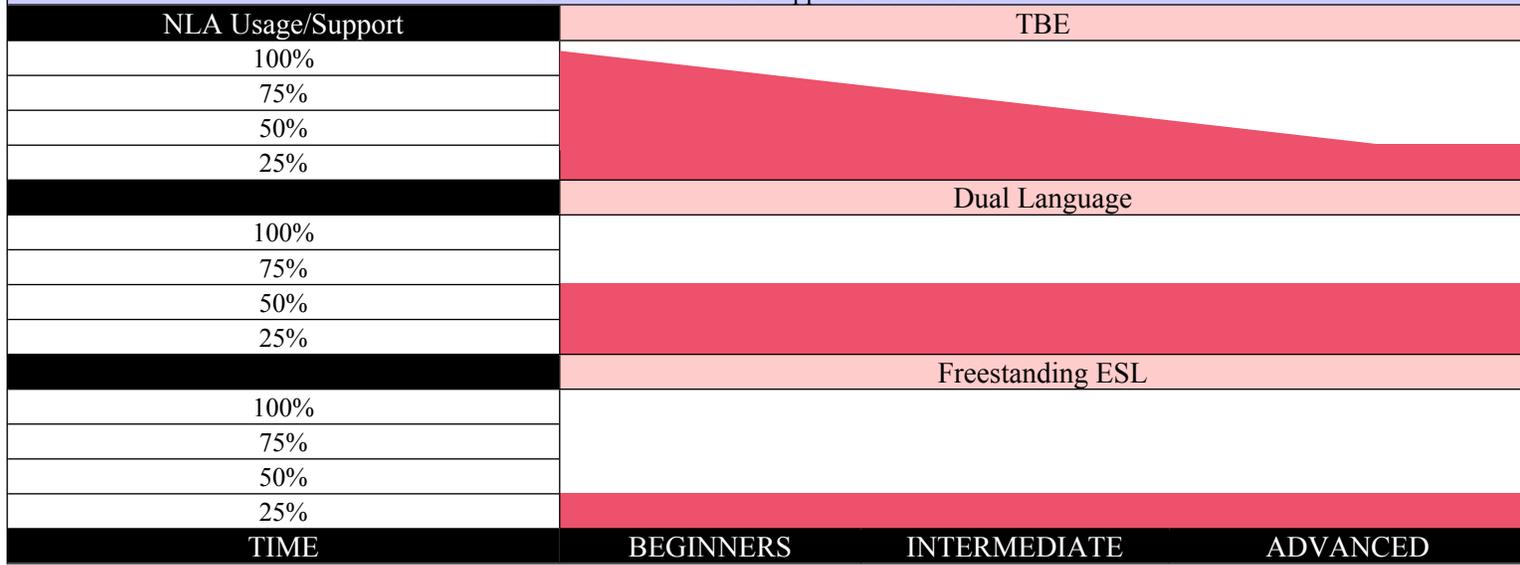
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



**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?

The teachers use differentiated instruction to meet the needs of all the students. This is reflected in their daily planning and schedule. Students at all proficiency level receive Native Language Arts in content area. The Native Language Arts component continues to focus on the four language skills: listening, speaking, writing and reading. In this program teachers extend the balanced literacy period beyond the 90 minutes to 180 minutes per day. Thus, students are provided with 90 minutes of literacy on a daily basis in either Spanish or English. Utilizing English as Second Language methodologies, teachers integrate content area instruction to provide comprehension and ensure maximum reinforcement of concepts. Academic Intervention Services are available for all ELLs.

Materials utilized for instruction in these grades consist of the Achieve 3000 Technology based program: KidBiz3000. Grades two thru five have four computers and one printer in each classroom. Utilizing this program, students are assessed in "leveled sets" in both Spanish and English. The computers are used on a daily basis to enhance and support reading fluency and vocabulary acquisition. The program provides reading, listening and writing activities for students based on their ability using grade appropriate materials. Activities are designed to help students with specific comprehension-related skills, including understanding cause/effect, sequencing, making inferences, identifying the main ideas, recognizing facts from opinions, and career related articles. Core curriculum libraries are also available in the classroom in Spanish and English. Other core curriculum materials such as Everyday Math, Harcourt Science and Social Studies are provided for these grades in both languages. Supplemental materials include trade books, transparencies, visual aides, manipulative and books such as: Strategies for Achieve Reading Success, New York State Coach English Language Arts, Math, Science and Social Studies, Write It out Mastering Short and Extended Responses to Open Ended Questions, Measuring Up to the NYS Learning Standards Mathematics, and Getting Ready for NYSELSAT.

Assessments for the ELLs students includes monthly Teachers College Running Records, Achieve 3000 pre/post assessments, NYC Periodic Assessments, Everyday Math monthly pre/post assessments, As the year progress the teacher utilizes various forms of assessment such as: New York City Predictive and Instructional Targeted Assessments in ELA and Math, and teacher unit exams, determine the language of proficiency level inclusive of the New York State English as a Second Language Arts examination. However, in the 1st and 2nd grade the students begin to move toward the 80:20 model. In this model the teacher continues literacy and content area instruction in the native language while building linguistically skills in English. The students are then assessed with Foundations Intervention Program, Teachers' College Running Record , A- Z Spanish early childhood literacy assessment, and NYSELSAT. As a result, students are grouped according to their proficiency levels beginning, intermediate, and advanced.

Presently, we are implementing Teachers College Lesson structures and QTEL methodologies such as: scaffolding instruction, Turn and talk, book talks, Spot and Jot, author's celebration and before, during and after reading activities. To increase parental involvement this year we have a new initiative called, Family Friday. During this time, parents are invited to come in during the literary block and participate in planned activities or share their cultural and family traditions.

#### Free Standing ESL Program

For parents who choose to have their children in general education classes and who have been determined eligible to receive ESL services we offer a Free Standing ESL program in grades K -5. In the Free Standing ESL program students receive ESL instruction according to their grade and NYSELSAT proficiency levels such as, the beginning, intermediate, and advance. Our school implements both the "Push-In and Pull-Out" model. Students who are newly admitted ELLs and who are assessed to be at the beginner levels are supported in class via the push in model and receive additional support via the push-out model. in English using ESL strategies and methodologies. In both instances the ESL teacher works collaboratively with the classroom teacher to support and enhance the instruction of ELL students. In the Freestanding ESL program students are taught various styles, strategies, and methods of learning English and how to put that learning to

practice. The content area of instruction is in English using ESL strategies. ESL support toward building schema in each area of content-based instruction, through multiple academic vehicles, i.e. computer-based programs, hands-on learning, co-teaching practices, The materials that are used are emphasizing English Language acquisition in all of the basic content-area.

With the ELL Success Grant Funding, we were able to purchase four computers and two printers for our ESL Lab room. Utilizing the comprehensive computer program called Achieve3000 (KidBiz3000) ELL students are assessed and work on their grade level core curriculum materials at their ability level. Some of the beginning level students use an internet program called Starfall.com which is another reading/phonics program. Others use some of the hands-on phonic awareness activity programs such as our Listen and Learn program from Lakeshore, then there's the Hooked-On Phonics program.

Some of the instructional materials in the content area as well as language materials are the Wilson Language reading program for grades 2nd and up, the Wilson Language Basics-Fundations program for grades K-2nd. We are using Everyday Math with emphasis on the math games, i.e. (Multiplication Baseball, Basketball Addition, variations forms of Top-It: subtraction, multiplication, domino, and coin). There's the game Angel Race too and many others. Students are encouraged to use the learning games like the game Zingo!, which helps build many different learning skills or the board game by Hooked-On phonics, Roll & Read. Then there's the interactive play from Lakeshore's Storytelling Kit which supports important oral language, story sequencing and early literacy skills. Students are also introduced to Hampton and Brown's English at Your Command! In an effort to meet the required CR part 154 ESL mandates, the ESL teacher will continue to provide services to ELLs in monolingual classroom via a pull out program.

To assess our ELLs in the Free Standing programs, the ESL teacher utilizes the classroom teacher's running records for the student's reading level, KidBiz3000 level-set test, CORE Assessments Multiple Measures K-8th grade, as well as teacher made test. Comparatively speaking ELLs enrolled in our Transitional Bilingual programs traditionally score as better than monolingual students in our school both academically and in attendance.

#### Interrupted Formal Education

Students who have had interrupted formal education are assessed using the LAB-R. A parent conference is scheduled to provide an orientation session with the school parent coordinator. Here the parents are informed of our bilingual programs and the students are placed accordingly. In addition, our school offers extended day classes on Tuesday, Wednesday and Thursday. Here the students are taught via small group instruction in literacy and mathematics. A certified bilingual teacher provides additional Native Language Arts and English Language Arts Instruction.

#### Long Term ELL s

Students who are identified as long term Ells are offered Academic Intervention Services such as Extended Day and Saturday Literacy and Mathematics Academy Classes to enhance academic and language competency. Here the students are provided with small group instruction in their native language or English. The language of instruction is based on the teachers' recommendations and the New York State English as a Second Language Achievement Test.

Those students who reach proficiency levels continue to be provided with support services for at least two years.

### 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)?

NA

## 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.

Teachers in our school are afforded the same opportunities to attend professional development sessions as general education teachers. In addition, they are selected to attend professional development days out of the building specifically pertaining to English Language Learners as offered by the Office of English Language Learners in NYC, Columbia University Teachers College Reading and Writing Workshop Model Calendar Days and our Fordham PSO network. These professional development opportunities are scheduled throughout the school year and include scheduling all ELL teachers to attend monthly meetings with the school Bilingual Coordinator to discuss data, strategies for meeting the needs of our ELLs. and sharing of best practices obtained at off-site meetings. The ELL personnel also receive calendar days on the implementation and data interpretation of the Lextil levels of using the Achieve 3000 program. To support ELLs students in the transition from elementary to middle school the parent coordinator in conjunction with our Bilingual Assistant Principal schedule meetings with the teachers on the selection process and middle school options. Most importantly we share with our parents that they are welcome to come back to CS92 anytime and meet with our Parent Coordinator for on going support.

## 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?

Our parents of ELLs will participate in ongoing school activities. First and most importantly they are invited to attend our Parent Orientation Meeting. During this meeting they receive information about the ELL programs offered at CS92. Our Parent Coordinator, Millie Rodriguez, is very actively involved with all our parents and is able to translate during our meetings and special events. She encourages our parents to become Learning Learners and collaborates with our neighboring schools in the recruitment and facilitation of Parent Meetings and trips.

In addition, our School Social Worker, Mr. J. Negron, offers parent workshops as well in topics such as but not limited to the following: Teaching Limits, Confident Parenting, Getting Alone, Friendships. We also encourage our parents to attend the Parent Institute at the N.Y.S. Association of Bilingual Education Conference. This year we are offering our parents a 10 week English as a Second Language program sponsored by Mayor Bloomberg entitled, ESL Group Conversations.

# 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)	22	14	16	5	5	6	0	0	0	0	0	0	0	68
Intermediate(I)	0	11	4	9	5	11	0	0	0	0	0	0	0	40
Advanced (A)	0	0	4	7	11	13	0	0	0	0	0	0	0	35
Total	22	25	24	21	21	30	0	0	0	0	0	0	0	143

## NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		23		3		21	0	0	0	0	0	0	0
	I		75		28		5	0	0	0	0	0	0	0
	A		139		165		32	0	0	0	0	0	0	0
	P		63		105		42	0	0	0	0	0	0	0
READING/ WRITING	B		117		57		11	0	0	0	0	0	0	0
	I		103		102		11	0	0	0	0	0	0	0
	A		40		108		58	0	0	0	0	0	0	0
	P		63		32		21	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	27	38	19	1	85
4	29	44	21	1	95
5	20	42	28	2	92
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	26		38		16		5		85
4	20		48		21		5		94
5	9		36		43		7		95
6									0
7									0
8									0
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	20		48		21		5		94
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	1		4		7		3		15
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	0			
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)	6	7	9	9				
Chinese Reading Test								

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.

In the early grade literacy skills are assessed using Spanish A - Z Running Records. The information obtained from the Running Records allows teachers to group students for instruction.

The New York State English as a Second Language Assessment is another useful tool we use to determine student instructional levels. Upon careful examination of the results in all four modalities, it is evident that the area most in need of improvement is the reading and writing. Observing the patterns most students reach the advance level by the end of second grade. This year( Spring 2010) we had an increase in the number of students who scored at the Proficiency level beginning in grade two through five. While most students scored within the intermediate and advance level. Thus, we must continue to emphasize native language arts and writing skills so that the students can transfer the skills and knowledge to the second language, English. In compliance with the Language Allocation Policy, teachers and students continue to have access to instructional resources such as textbooks, classroom libraries, and computers. Students participate in a rigorous instructional program that is aligned to the mandated Native and English Language Arts Core Curriculum supported by a Comprehensive Approach to Balance literacy in Spanish and English. Throughout the grades, the use of the two languages is characterized by color coding print to distinguish the language of instruction, as evident in dual word walls, experience charts, and student displayed work. Field trips, project based learning, assemblies, and technology continues to be utilized to provide students with cultural, education, and language experiences. The use of supplemental resources such as: photographs, videos, art, audio cassettes, magazines and newspaper continue to be used to enhance instruction comprehension and language development. Teachers continue to conference with students during the writer's workshop to discuss ways to improve the reading and writing connection. This includes increased opportunities for ELL students to use English for self expression and artistic creation, while simultaneously, exposing students to various multicultural artist and historical experiences.

Regular formal and informal assessment in both languages continue to provide teachers with feedback to help tailor instruction for ELLs. Our on going systematic assessment collection of student data will continue to be discussed by the classroom teachers, cluster teachers, school leadership team to make collaborative decisions that drive instruction in alignment with the standards. In addition, teachers maintain authentic assessment in the form of accumulative portfolios for each child.

The following is an analysis of our English Language Learners in Mathematics:

Students in Third grade

13% of the ELLs scored a level 4 on the New York State Examination for the year 2010. While 30% of the students scored a level 3 on the New York State Examination for the year 2010.

Thus, 43% of the students scored a level 3 and above on the NYS Examination.

Students in 4th Grade

3% of the students scored a level 4 on the New York State Examination for the year 2010. While 10% of the students scored a level 4 on the New York State Examination for the year 2010.

Thus, 13% of the students scored a level 3 and above on the NYS Examination.

Students in 5th Grade

11% of the students scored a level 4 on the New York State Examination for the year 2010. While 42% of the students scored a level 3 on

the New York State Examination for the year 2008.

Thus, 53% of the students scored a level 3 and above on the NYS Examination.

Thus, the implication for instruction for the ELL students is in to continue the Comprehensive Approach to Mathematics via differentiated, mental mathematics, increasing mathematical terms and phrases and problem solving skills. Secondly, increase professional development opportunities for teachers of ELLs via attending region, and citywide seminars and conferences. This year we will focus on be on project based learning to increase opportunitis for our ELLs to go from the concrete to the abstract.

The following is an analysis of our English Language Learners in English Language Arts:

#### Students in 3rd Grade

41% of the students scored a level 3 on the New York State Examination for the year 2010.

0% of the students scored a level 4 on the New York State Examination for the year 2010.

41% of the students scored a level 3 and above on the New York State Examinations for the year 2010.

#### Students in 4th Grade

10% of the students scored a level 3 on the New York State Examination for the year 2010.

0% of the students scored a level 4 on the New York State Examination for the year 2010.

43% of the students scored a level 2 on the New York State Examinations for the year 2010.

#### Students in 5th Grade

33% of the students scored a level 3 on the New York State Examination for the year 2010.

0% of the students scored a level 4 on the New York State Examination for the year 2010.

53% of the students scored a level 2 on the New York State Examinations for the year 2010.

Thus, the aforementioned results indicate a great need for decreasing ELLs at level 1 students and increasing the amount of students in levels 3 and 4. This requires going beyond the early CR Part 154 requirements of identifying students and providing the recommended time for instruction in Spanish and English. It requires providing teachers with comprehensive knowledge of the best practices on the ESL methodologies via on going staff development. It requires differentiated instruction aligned to the students' NYSESLAT level. This year we changed the time from the pm to the am for our Small Group Instruction and are utilizing Teachers College Reading and Writing Workshop Model to increase student interest in reading and critical thinking skills.

### **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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 092 Bronx					
<b>District:</b>	12	<b>DBN:</b>	12X092	<b>School</b>		321200010092

**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		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	36	34		89.9	89.8	88.4
Kindergarten	73	78	72				
Grade 1	89	84	78	<b>Student Stability - % of Enrollment:</b>			
Grade 2	66	70	72	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	84	84	75		89.3	86.5	88.0
Grade 4	95	89	84				
Grade 5	93	94	94	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.4	82.4	88.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		15	55	57
Grade 12	0	0	0				
Ungraded	1	6	7	<b>Recent Immigrants - Total Number:</b>			
Total	537	541	516	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	7	6

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	59	73	73	Principal Suspensions	6	6	1
# in Collaborative Team Teaching (CTT) Classes	11	14	11	Superintendent Suspensions	0	1	6
Number all others	49	41	39				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	71	62	TBD	Number of Teachers	47	47	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	9
# receiving ESL services only	52	78	TBD				
# ELLs with IEPs	8	35	TBD	Number of Educational Paraprofessionals	10	9	15

*These students are included in the General and Special Education enrollment information above.*

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	100.0	100.0	95.5
				% more than 2 years teaching in this school	61.7	61.7	77.1
				% more than 5 years teaching anywhere	57.4	55.3	58.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	70.0	83.3
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	100.0	98.2	94.2
Black or African American	28.1	28.7	25.4				
Hispanic or Latino	69.3	68.0	71.7				
Asian or Native Hawaiian/Other Pacific	1.3	1.1	1.2				
White	1.1	0.7	0.8				
<b>Male</b>	52.5	53.8	50.2				
<b>Female</b>	47.5	46.2	49.8				

**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**

<b>SURR School (Yes/No)</b>		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:**

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

American Indian or Alaska Native							
Black or African American	v	v	-				
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					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	46.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	0.9	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	3.3	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	38.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)