Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : **ADRIAN HEGEMAN**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **17K092**

PRINCIPAL: DIANA RAHMAAN

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SUPERINTENDENT: MS. BUFFY SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Diana Rahmaan	*Principal or Designee	
Karen Haughton	*UFT Chapter Leader or Designee	
Denise Samuels	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Vanessa Glover	Member/uft	
Gilbert Rimple	Member/uft	
Bushra Alagawri	Member/parent	
Nefiti Gray	Member/parent	
vacancy	Member/parent	
vacancy	Member/parent	
vacancy	Member/uft	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To improve teacher effectiveness by developing a shared understanding of instructional excellence and provide meaningful feedback based on frequent professional visits.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Based on an analysis of the 2011 Learning Environment Survey results, the performance level of our students on the 2011 ECLAS 2, NYSELAT, and NYS literacy and math exams, and student work, we have determined that there is a continuing need to increase the frequency level of instructional feedback to teachers; provide more opportunities for teachers to engage in professional development opportunities during the school day; and, provide an opportunity for teachers to engage in study group(s) focused on building writing skills and looking at student work as a means of impacting student progress. Informal feedback and spring 2011 teacher needs assessment also indicated teachers perceived the above areas as a need in terms of being able to impact student progress, particularly for ELL and special needs sub groups.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    a) strategies/activities that encompass the needs of identified student subgroups,
    b) staff and other resources used to implement these strategies/activities,
    c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    d) timeline for implementation.

The primary instructional focus will be the development of writing, particularly in the genres of informational and persuasive writing as outlined in the Common Core standards; vocabulary skills building; and, comprehension of informational texts. To support this agenda, we propose to:

- Develop a research based framework that enables us to provide teachers with frequent feedback based on an eight week cycle of professional visits. This framework will be shared and discussed with teachers. A rubric will be used to provide teachers with meaningful one to one or small group discussions centered around best practices in the classroom setting, identify next steps for improvement or refinement of instructional practices, and, as need is indicated, develop a professional plan of support based on observations and a self assessment tool. The implementation time frame is November 2011 – June 2012. In June 2012, teachers will participate in a self assessment of support and progress that will be analyzed and serve to direct our professional development plans going forward. Staff and resources (as applicable) will include principal, assistant principals, AIS facilitator, School Wide Inquiry Team, School Leadership Team, classroom teachers, Fordham University Instructional Consultant, AUSSIE consultant, and CFN instructional leaders.
- Fordham University will provide nine full days of direct in class support and facilitate a study group for teachers of grades 2 and 3. The focus is developing writing skills and looking at student work. December 2011 – February 2012.
- AUSSIE will provide ten full days of direct in class support to teachers of grades 4 and 5, focusing on the development of writing skills and looking at student work. December 2011– February 2012.
- CFN instructional specialist will conduct a series of on site workshops for teachers of grades 4 and 5 in the areas of looking at student work and

informational /persuasive writing. November 2011 – December 2011.

- The Assistant Principal/Data Specialist will chair the School wide Inquiry Team and facilitate a study of research based literature that focuses on effective Teacher Teams and using student data to improve student progress. Teacher Team leaders will turn key for their grade teams. At the end of the school year, team leaders will present tasks accomplished by their team and provide a summary of findings and effective strategies. The School wide Inquiry Teams meets once a month with the facilitator, and grade level Teacher Teams meet formally once a week (informal meetings are scheduled by team members as needed). Assistant principals work collaboratively with Teacher Teams to facilitate the agenda.
- ELL and special education teachers will provide on site workshops for teachers in the area of differentiating instruction for special cohorts of students in the general class room setting. January 2012 – February 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

  Parents, at the September Parent Orientations and Parent Association meeting, will be provided with literature outlining the course of study for each grade level and have an opportunity to view instructional materials. They will be introduced to the DOE City wide Instructional Initiative (particularly requirements of literacy and math tasks) and an over view of the Common Core Standards. The principal will do an over view of student data reports for the 2010 -2011 school year (Progress Report/state AYP results, etc.). Additionally, parents of lower grade students will have an opportunity to participate in an Open House that will enable them to view lessons in different content areas, work with their child, and look at student work.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

  As outlined under "Instructional Strategies", teachers will engage in professional development as follows:

  - Scheduled on site workshops facilitated by school staff and external resource persons, including our CFN and contracted vendors. Topics will include: Looking at Student Work; Development of informational and persuasive writing skills; vocabulary building; comprehension of informational text; strategies for working with ELL and special needs populations.
  - Contracting with AUSSIE and Fordham University to provide direct instructional support to teachers in the classroom and by grade level. Focus grades are 2nd – 5th. Services will be implemented November 2011 – Feb. 2012.
  - Inquiry Team and Teacher Teams will engage in reading and discussion of action research related to areas of focus for the school year. October 2011 – June 2012.
  - Frequent professional visits along with one to one and small group conversations, and formal/informal observations will provide all teachers with immediate feedback related to best practices and next steps for progress.
  - Opportunities will be made available for teachers to attend external workshops in the above areas, including attendance at workshops designed to address the needs of ELL and special needs students in the general classroom setting.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our staff and parents are supported in their efforts to meet the non academic needs of the students through our advocacy provided by support personnel such as members of the SBST team and PPT/LRE team. The Parent Coordinator, SAPIS worker, and SAVE room teacher work closely with all administrators and teachers to ensure an environment that is safe and conducive to instruction and learning. The guidance counselors maintain collaborative relationships with outside agencies that provide crisis intervention for students and/or their families, health services, social services, etc. Additionally, the Parent Coordinator works closely with teachers to advocate for special services for students, and conducts day or evening workshops for parents that staff members may attend. Our school based program, CAMBA, has a community based office that provides outreach to our students and their families, and serves as a resource for our teachers in terms of helping to find services for issues that place an obstacle in a child's path to success.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fiscal resources will include Title 1, Title 111, Tax levy, Children Fair Student funding, ARRA
Human Resources include school based administrators, counseling staff, SBST, and contracted vendors

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To reduce the percentage of Hispanic students performing at level 1 and low level 2 on the New York State English Language Arts exam by 10%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As indicated on the 2010-2011 New York State AYP report and NYC Progress Report, we failed to meet our Annual Yearly Progress target in ELA and did not earn additional credit for closing the achievement gap of Hispanic students. While the performance level of Hispanic students performing at level 3 or 4 has climbed since 2008-2009 (0%) to 2009-2010 (16%) to 2010-2011 (22%), they still lag behind African American students by approximately 21%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

d) timeline for implementation.

- Meeting with parents of identified students to provide an over view of state standards and expectations of students. Also, parents will receive written notification outlining their child's current performance status and next steps. November – December 2011. ELL teachers, AIS facilitator, and administrative staff. November 2011 – May 2012
- Upon funding, identified group of students will be eligible to receive 45 – 60 hours of either one to one or small group tutoring that will be provided by SES providers, commencing in February 2012.
- **Title 111 after-school classes for 3 hours per week. State certified ELL teacher and AIS facilitator will work closely with small groups of students focusing on vocabulary skills, reading comprehension, and writing skills. Special emphasis will be placed on the use of non fiction literature to increase comprehension level Teacher will use research based diagnostic pre assessment to establish baseline performance data and develop a program of support that will be shared with the parent and teachers. . (December 2011 – April 2012)**
- **As indicated in goal 1, teachers will have the opportunity to participate in school based and external professional development to improve their ability to plan for and deliver differentiated instruction . November 2011 – May 2012**
- **Pending Title 111 funding, continue implementation of Achieve 3000 or other computer research based reading intervention program to increase self paced independent work both at school and in the home with the assistance of a parent/guardian. December 2011- June 2012 ELL teachers/classroom teachers**
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Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

As outlined in "Instructional Strategies", parents of identified cohort of Hispanic students will be offered the opportunity to participate in special workshops to increase their ability to work with their children at home, and to work effectively with classroom teachers in terms of understanding expectations and strategies to improve performance levels of their children. They will receive quarterly progress reports and be able to meet with support staff to discuss progress and next steps. While each child is not necessarily receiving ELL designated services, they do benefit from the tiered instructional approached that is used. Therefore, our ELL teachers will provide a series of workshops for the parents to give hands on experiences in acquiring literacy skills.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our ELL teachers are experienced and state certified. Additionally, they continue to attend external workshops offered by DOE , our CFN, and state sponsored workshops.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

ELL teachers work closely with the classroom teacher, guidance staff, SBST team members, School wide Inquiry Team, and Attendance Team to ensure that their students receive on going support in areas of need.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Our primary source of funding for this initiative is Title 111 and Contract for Excellence funds, along with Title 1.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students in grades K – 2 will show a 10% increase in English language arts areas of vocabulary, writing skills, and spelling.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our Fall 2011 ECLAS 2 data supports our teacher developed assessments that indicate less than 50% of students in grades K -2 are performing on grade level in the areas of spelling, vocabulary, and writing skills. A closer comparative look at how these students perform in grade 3, based on predictive and formative exams, reveals that there is a significant improvement in each of the above areas. Although our literacy series, Reading Street, does offer a comprehensive approach to each area of concern, we feel a stronger emphasis has to be placed on tier 2 and 3 instruction.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

- Extended time tier 2/3 intervention through use of Words Their Way phonics based program 3xs per week for blocks of 20-25 minutes.
- 90 minutes literacy block that incorporates differentiated instruction and guided practice
- Implementation of Wordly Words vocabulary building program 3xs per week for blocks of 20-25 minutes.
- Implementation of Wilson Fundations program 2xs per week, supplemented with a 15 minute warm-up activity prior to beginning of the literacy block.
- Scheduled professional development facilitated by the grade level assistant principal and lead teachers in looking at student work to foster growth through the developmental stages of writing. P.D. will include a study of research based articles and other literature to inform instructional practices that will increase the length and quality of student pieces particularly in the genre of informational writing.
- Modeling and conferencing with teachers in grade level meetings and one to one in the classroom setting demonstrating strategies in the three areas of need.
- Use of web sites to facilitate independent computer based work as a means of intervention for struggling students.
- Use of benchmarks to track student performance and determine tier 2 and 3 intervention,.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Open House and parent orientations in September 2011 to provide parents with an overview of curriculum maps and expectations for the school year.
  - On going workshop series in literacy and mathematics strategies for working with early childhood children at home.
  - Monthly parent newsletter providing at home strategies, monthly instructional focus, and literature for reading with children.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - **Assistant principal and lead teachers conduct on going professional development in developmental stages of writing; differentiated instruction; depth of knowledge; Bloom's revised taxonomy; and infusion of technology into student and teacher learning**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

  Our support staff works collaboratively with the assistant principal and parents to ensure that each child receives services to remove obstacles that may hinder his or her attendance in school and academic progress.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fiscal funds will include Title 1, Title 111, tax levy , and fair student funds.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	15	15	**N/A**	**N/A**	5	0	0	3
1	44	44	**N/A**	**N/A**	7	0	0	3
2	41	41	**N/A**	**N/A**	20	0	0	0
3	53	53	**N/A**	**N/A**	15	0	0	1
4	47	47	**38**	**15**	20	0	0	2
5	51	51	**11**	**23**	30	1	0	4
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	**-AIS after-school academic program for students in grades 3-5, performing at levels 1 and 2. Students will receive three additional hours of instruction in literacy and mathematics. We will use the Achieve 3000 computer based program, Buckle Down test prep materials, and teacher developed units of instruction in targeted areas of reading comprehension. Classes are capped at 20 students. Instruction is provided by state certified teachers of grades 3-5. Dec. 2011 – April 2012** **-Title 111 eligible ELL students performing at and below advanced level on NYSESLAT assessment will receive additional after-school academic support in literacy and mathematics provided by a state certified ELL teacher. Classes are limited to 15 students and conducted for three hours per week.** **-As a newly identified SES school, tutorial services will be provided by a DOE approved provider either school based or home based for approximately 45-50 hours total. Hispanic students identified as failing to make progress, resulting in the school's failure to make AYP, will be closely monitored for participation and on going progress. The provider will offer 1 to 1 and small group settings (4-8 students). This is an after-school program.** **-Lower grade students, K – 2, will receive additional support during extended time using the Fundations phonics based program, and 20 minutes of Wordly Words during the 90 minute literacy block to increase vocabulary and word recognition skills. Support is provided by the classroom teacher in small groups and whole class instruction.** **-All identified AIS students will be assigned to extended time. Testing grades will incorporate test prep materials as part of the instructional program. Groups are limited to 10 students, and implemented by the regular classroom teacher. Cluster teachers are assigned to push in to provide additional support to testing grades.** **-Students in testing grades have access to the ARIS system which will allow them to work independently at home, or individually/small group setting at school to improve targeted areas of need. Implementation: Sept. 2011 – June 2012**

	-Assistant principals and the AIS facilitator will provide on going professional development for teachers on a regularly scheduled basis both in the classroom (modeling and conferencing) and during instructional prep periods. The principal will also engage in conducting instructional planning workshops and work with individual teachers to improve their planning and implementation practices. **After school programs will commence in Dec. 2011 and conclude in April 2012.**
Mathematics	**-AIS after-school academic program for students in grades 3-5, performing at levels 1 and2. Students will receive three additional hours of instruction in literacy and mathematics. We will use components of the EveryDay Math series, Buckle Down, and teacher developed materials based on data analysis derived from the periodic predictive exams.** **-During the day program 90 minutes math block, students will participate in whole class instruction, 1 to 1 conferencing, and small group differentiated instruction. On going unit based assessment will take place and the data will be used to inform whole class and individual needs. Primary text is EveryDay math supplemented by teacher developed instructional materials.** **-Students will have access both in school and at home to ARIS. They will be able to work at improving targeted areas of need independently and/or in small groups.** **-The assistant principals and AIS facilitator will provide on going professional development for the teachers in class (modeling of best instructional practices) and during instructional prep meetings. Type of individual support will be based on specific needs of the teacher as evidenced by frequent professional visits and formal observations.** **AIS after school programs will start in Dec. 2011 and conclude in April 2012.**
Science	**We will continue the implementation of the FOSS science program on all grade levels.** **-Pending available budget, the AIS after-school science program for grade 4 students will commence in Feb. 2012-May 2012, for 2 hours per week. Class size is limited to 25 students (levels 1-2) and taught by a state certified teacher with expertise in the content area. Targeted instruction will be determined by data derived from unit assessments and teacher input. Emphasis, based on prior data analysis, will be placed on writing in respond to scientific literature and hands on experimentation.**

Social Studies	**We currently use the Core Curriculum text series. Using our Reading Street literacy series, we are able to provide additional support in the areas of writing in response to informational text, comprehension of documents and historical information, and use of various literary genres to extend understanding in content area. Teachers look at unit assessment data and use it to inform their instructional planning for the whole class and small groups. Sept. 2011 – June 2012**
At-risk Services provided by the Guidance Counselor	**Students receiving AIS services are identified in September and October by the program facilitator, administrators, and support staff. For each child, a needs assessment is done by the facilitator and support team (guidance counselors, SBST), with recommendations from teachers. Counselors maintain a log of assistance and meet with students based on need (one to one, small group, and mandated.) Contact is maintained with the teacher, parent/guardian, and as needed, case conference by the PPT/LRE team. Monitoring includes academic progress, attendance and lateness, hearing and vision screening, behavior concerns, and family needs that pose an obstacle to the child's progress. Referrals are made for outside services related to health and family crisis intervention. Our Parent coordinator works closely with support staff to assist families and conducts regularly scheduled workshops to deal with issues related to children. Services are year round as students participating in summer school continue to be monitored by school summer staff. Sept. 2011 – June 2012.**
At-risk Services provided by the School Psychologist	**The school psychologist works collaboratively with the guidance team to provide crisis intervention counseling for non mandated students (upon request by support staff) or mandated students as determined by their IEP. She serves as a resource person for teachers and administrators, and is an active member of the school PPT/LRE team. Sept. 2011 – June 2012 – 4 days per week.**
At-risk Services provided by the Social Worker	**The school social worker works collaboratively with the administrators and guidance team to provide crisis intervention support upon request, or for mandated students. She is a member of the PPT/LRE team. Sept. 2011 – June 2012**
At-risk Health-related Services	**As mandated, yearly hearing and vision exams are conducted in school. The Parent Coordinator ensures that students receive free eyeglasses, or are referred to an outside agency that offers free or reduced cost services. We do work with a NYC health agency to screen students for hearing problems. DOE letters are sent out to parents informing them of available health insurance programs, immunization clinics, and counseling agencies. The Parent Coordinator provides on going referral information and assistance in completing health insurance forms. Our**

	school nurse works closely with the Pupil Personnel secretary to ensure up to date yearly doctor examination reports are on hand, 504s are completed, and students are properly immunized. Regular doctor visits are scheduled by the school nurse (on site) to provide access to general medical check-ups for students. Parents are notified of exams and any findings that require follow up visits to their private physicians or health clinic. Sept. 2011 – June 2012

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 17K092 **School Name:** Adrian Hegeman

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: x Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: x Basic Focused Comprehensive

Intervention: **x** School Quality Review (SQR) External School Curriculum Audit (ESCA)
Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

P.S. 92 was cited as a Year 1 – Improvement School, Basic, for failing to meet our 2010-2011 Annual Yearly Progress target for our Hispanic students. Our findings show that Hispanic students, while increasing from 16% (2009-2010) to 22% (2010-2011) in levels 3 and 4 on the ELA state exam, still had an achievement gap of 21% as compared to Black students achieving at levels 3 & 4. Of the 32 Hispanic students testing, grades 3-5, 6 scored in level 1; 19 in level 2; and, 7 at level 3. In looking at student work for 2010-2011, we noted a need for increased instruction in vocabulary building, writing, and informational text comprehension. In looking at NYSESLAT data and actual student work, as well as teacher observation feedback, Hispanic students testing out of ESL services based on the proficiency level have not fared as well as expected, with several scoring in the lower levels in writing and vocabulary skill areas.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- Enrollment in after school AIS program, 2xs per week for a total of 3 hours. Students will receive small group support in building reading comprehension skills, writing in response to literature (emphasis on informational text), and strengthening vocabulary skills in the content area. Each class will be taught by highly qualified staff proficient in providing tiered instruction for struggling students.
- Achieve 3000 computer based reading intervention program: 2-3xs per week during school day. Students will have access to the program at home, allowing for parent support and independent practice.
- Enrollment of identified students in SES small group/tutorial services to receive on site support for a total of 50 – 60 hours for the months of February – June 2012.
- ELL teacher will provide support to teachers of the identified students, as well as first year state testing students, to ensure multiple approaches to instruction.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

P.S. 92 will contract with Fordham University and AUSSIE Instructional consultants to provide direct small group and one to one professional development support to all teachers of grades 2-5. The focus areas are writing (informational, persuasive, narrative), questioning, vocabulary building, and reading comprehension skills. In addition, teachers of grades 4 & 5 will participate in a 3 part series of workshops with our CFN instructional specialist. The focus is looking at student work, building writing skills in informational and persuasive genres, and use of a CCSS based rubric to increase student progress in writing. With funding, we hope to contract for and provide professional development in the areas of Depth of Knowledge and the new Shifts in Instruction as aligned with the CCSS and NYC DOE instructional expectations for 2011-2012. Frequent mini professional visits will provide teachers with on- going feedback related to pedagogy practices and next steps based on a research based rubric similar to the Danielson's Framework. This information will serve as a basis for P.D. topics, support, and next steps.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

At this time, we have one new teacher who has been assigned a teacher mentor. Our AIS facilitator, assistant principals, and principal work closely with teachers demonstrating the need for additional support in the classroom. Support includes one to one in class support (modeling, co-teaching); individualized conferencing; planning for instruction; and, other needs as per teacher request, or based on informal/formal observations by the A.P.s and/principal.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified by back pack letters. The format and content of the letter will be based on the DOE Parent Notification template. Parents will be invited to attend an informational meeting where presenters will share out school initiatives, and SES providers will present their programs and assist parents in the application process. The Parent Coordinator and Parent Association will work collaboratively with the principal and SES providers to ensure that all eligible students are enrolled. In October 2011, we held a presentation for parents in regards to student performance data, Title 1 funds, and support strategies to be put in place for struggling students.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

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 into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader 110	District 17	Borough Brooklyn	School Number 092
School Name Adrian Hegeman			

B. Language Allocation Policy Team Composition ⓘ

Principal Mrs. Diana Rahmaan	Assistant Principal Ms. Robertson
Coach type here	Coach type here
ESL Teacher Ms. Sterling	Guidance Counselor Mr. Pintro
Teacher/Subject Area	Parent Ms. Neferti Gray
Teacher/Subject Area Ms. Green, common branches	Parent Coordinator Ms. Dawn Mc.Loed
Related Service Provider Ms. Gantz	Other David Savitt, ESL teacher
Network Leader Ms. Michelle Manning-Andrews	Other type here

C. 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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	593	Total Number of ELLs	82	ELLs as share of total student population (%)	13.83%

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.

PART II ELL IDENTIFICATION PROCESS

1-P.S. 92 is a pre-k - fifth grade school that serves a population of approximately 593 students. Of this number, 82 students are designated ELLs. At the time of registration the secretary gives the parents the Home Language Survey. An ESL teacher is called and an informal interview is conducted. Both the student and the parent are interviewed in English and, if needed, in their native language. This interview is conducted by certified ESL teachers. We then review the Home Language Surveys. Based on the responses on the survey, if illegible the new students are then assessed using the Language Assessment Battery (Revised) LABR. The students are only assessed one time with the LAB-R test because it is used only for initial placement. However, the students are assessed throughout the year with other assessments. In the spring the ELL's are assessed with the NYSESLAT which determines their proficiency level in English. This test is given to them every year by the ESL teachers in the building until they test out of the program.

2-Once the students are identified and eligible to receive services, the parents are invited to an orientation within the first ten days after registration. Here they are informed about the three program choices available to their children. At the orientation, all relevant information is provided in the parents' native languages through the use of interpreters. Most of these interpreters are qualified staff members from our school who speak a variety of languages. Also a video that describes each program is presented in English and in the parents' native languages.

3- Following a video presentation, parents fill out a program selection survey and choose the type of program they want for their child. The three choices are Transitional Bilingual, Dual Language Instruction and Freestanding ESL. In cases where the parents cannot be reached to make a selection, (by default as per CR Part 154) their child will be placed in a bilingual program, until the parent is able to come in and select a program. After the child is placed in the program that the parent selected, an entitlement and a placement letter is sent home with the child to the parent in English and in the native language.

4- For those students that are in the program from previous years a continued entitlement letter is sent home to the parents informing them that their child will continue to receive services. A copy of all letters, parent surveys and HLIS forms are kept in the ESL office/classroom.

5- Reviews of the parent survey and program selection form from the past few years have shown that approximately 98% of the parents select ESL as their first choice for their child's instruction. Consequently, at our school there are no bilingual or dual language classes.

6- Should we have enough students in consecutive grades for bilingual program we will open a transitional bilingual class to accommodate our students. At this moment if a parent selects a program that is not offered in our school, that parent is given a transfer option letter so that the child can attend another school in the network where such programs are offered. The ESL teacher meets with the parent and tries to find a school in the area that is convenient for the parent and the child to attend.

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⭘**

This school offers (check all that apply):

Transitional bilingual education program	Yes ❍ No ❄	If yes, indicate language(s):
Dual language program	Yes ❍ No ❄	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	12	14	16	15	8	17								82
Total	12	14	16	15	8	17	0	0	0	0	0	0	0	82

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	**Newcomers (ELLs receiving service 0-3 years)**	58	**Special Education**	9
SIFE	1	**ELLs receiving service 4-6 years**	23	**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									
	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	Total
TBE										0
Dual Language										0
ESL	58			23			1			82
Total	**58**	**1**	**6**	**23**	**0**	**3**	**1**	**0**	**0**	82
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL														

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL																				

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: 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	7	6	5	2	7								33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	5	6	1	4								19
Haitian	4	2	5	4	5	6								26
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2												3
TOTAL														

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1-2 At our school the organizational models used are pull-out and push in. For the pull-out model, the students are pulled from their classrooms and are grouped according to their level of proficiency. There are two teachers that service our ELLs, Mr. Savitt who services students in kindergarten, second and third grades. He services his kindergarten students by pushing into the classrooms on a daily basis to ensure they receive their mandated 360 minutes of ESL per week. As for the second and third grade classes, beginners and intermediates are pulled together from classes 201, 202, 203, 129, 301, 302, 303, and 304. The second and third grade advanced students are pulled together. They receive 180 minutes of ESL with the ESL teacher, and 180 minutes of ELA with their classroom teachers. The other teacher, Ms. Sterling services first grade, fourth grade and fifth grade students. She uses the pull-out and push in models to group her students according to level of proficiency. First grade students are pulled from their classrooms on Mondays, Wednesdays and Fridays and on Tuesdays and Thursdays the teacher push in to their rooms. All first graders receive 360 minutes of ESL per week. Fourth grade advanced students are pulled by themselves. They receive 180 minutes of ESL and 180 minutes of ELA instruction per week. These students are pulled from classes 401, 402, 403 and 404. The beginners and intermediate students in fourth and fifth grade are pulled together four times a week for eight periods. They receive 360 minutes of ESL instruction per week. They are pulled from classes 401, 402, 403, 404, 501, 502, 503 and 519 The fifth grade advanced students are pulled two days a week and receive their 180 minutes of ESL and 180 minutes of ELA. They are pulled from class 501, 502 and 503. The language of instruction is English only. However, we utilize resources in other languages to help students achieve a smooth transition from their native language to English.

3- The ELLS receive content area instruction through ESL. To facilitate this The Santillana Spotlight on English Series and Reading Street are used. In addition a variety of ESL strategies are used, such as realia, role play, pictures, graphic organizers and miming. These different methods are used to enrich their language development.

4- Students who are in an English Language School for less than two years and are fluent in their native language are offered content area state and citywide exams in their native language if available.

5- When we service our SIFE students, special emphasis is given to each students based on individual needs. A variety of strategies are used such as modeling, repetition, graphic organizers, buddy system and technology to increase their level of proficiency in reading, writing, listening and writing.

For those students who are in the US school system for less than three years and are required to take the ELA exam, differentiated instructional strategies are used to strengthen the skill areas in speaking, listening, reading, and writing. These students are also receiving services through our title III after-school and Saturday Academy programs.

ELL students who are receiving service 4 to 6 years and Long Term ELLs continue to receive their mandated ESL and ELA instruction. In addition, they attend the after school and Saturday Academy programs. They are also part of small group instruction through AIS and our new computer based program Achieve 3000.

6-7 ELLs with disabilities whose IEP recommends ESL or bilingual instruction, continue to receive their mandated hours of ESL Pull out program. They are also involved in our computer based program ACHIEVE 3000, which teaches students on a one to one basis, at their level ensuring that they reach or exceed grade level within a prescribed amount of sessions. They also receive small group, targeted instruction in Math and ELA. They are also pulled for resource room whose focus is individualized attention to meet their specific needs.

Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				
Class/Content Area	**Language(s) of Instruction**		**Class/Content Area**	**Language(s) of Instruction**
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			180 minutes per week
75%			
50%	45 minutes per day	45 minutes per day	45 minutes per day
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	

B. Programming and Scheduling Information--Continued

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

8-The targeted Intervention programs offered at PS 92 are; Title III after school and Saturday Academy, AIS, ACHIEVE3000, Wilson program and Foundations. Our after school program is offered 3 days a week for 1 hour. Half of the time is devoted to literacy instruction and the other half is devoted to math. The Saturday Academy is held for 3 hours per week. During that time students are instructed in Math and literacy, using a variety of ESL strategies. Acieve 3000 is a computer-based program that provides essential skill base item analysis and allows each child to start at his/her level of readiness. The teacher and child are able to closely monitor their progress as they advance to each level.

9- Once the students achieve proficiency on the NYSESLAT and test out of ESL program, they continue to receive transitional support through ESL. They are invited to attend the after school and Saturday Academy programs that are provided by the ESL teachers through Title III. They are also a part of the extended day program. During testing they still receive additional time in separate location like all other ELLs in the school.

10- For the 2011-2012 school year our ELLs will contiue to be involved in a technology computer based program ACHIEVE 3000.

11- We are not discontinuing any programs at this time because the programs we have been working with have been very effective for our ELL's.

12- ELLs who have not yet reached proficiency are targeted to receive additional help through several programs offered here at our school. These include; AIS, ACHIEVE 3000, Saturday Academy and an After School program called CAMBA. These programs provide the students with help mainly in ELA and Math, focusing on their areas of weakness. The CAMBA program helps them with homework, safety, psychological development, conflict resolution, academic enrichment and fun activities.

13- The following instructional materials are used to support our ELLs are; Spotlight on English which provides "approaching" and "on level" ELA reading passages, vocabulary building component, and differentiated instructional strategies to address the varying levels of students performance. Other instructional materials used are Reading Street, Getting Ready for the NYSESLAT and Beyond, Finish Line Comprehension Skills, and ACHIEVE 3000, a computer based program in which students utilize laptops.

14- Our ELL students receive native language support through the use of library books, glossaries, picture dictionaries and the buddy system.

15- The services and resources given to the ELLs are both age and grade appropriate.

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B. Programming and Scheduling Information--Continued

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

B. Programming and Scheduling Information--Continued

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Two state certified ESL teachers instruct our ELL students. They receive ongoing professional development from the CFN office and attend off-site conferences sponsored by other agencies, colleges and universities. As per the law of Jose P. in which all teachers are required to obtain 7.5 hours of ESL training, the ESL teachers provide schedule professional development workshops for the staff in ESL methodology. This enables them to work more effectively with small groups in the general classroom setting during guided practice groups, conferencing, extended time and after-school programs. Classroom teachers are also invited to observe the ESL teachers as they implement different strategies that could be used in their own classes. Also a new Teacher Team initiative is in place for this school year. Every Thursday teachers meet by grade level and use data to determine areas of common weakness among their students. Then, they decide on specific skills and strategies to be used to address their weaknesses for an agreed upon period of time.

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?

PS 92 Parents are strongly encouraged to attend the scheduled ELL and whole school orientations, as well as parent workshops specifically designed to teach parents strategies that can be used at home to improve their child's academic performance. During the spring, the ESL teachers offer adult ESL classes to the parents to encourage them to learn the language in order to assist their children with homework. Parents are also encouraged to meet with the guidance staff to address special concerns that impact the learning and attendance of their children. This includes crisis intervention or referrals for internal and outside services from our community based organizations. Our CAMBA program provides referrals, upon request, for assistance with immigration issues, health services, adult education, housing, and family counseling. Our parent coordinator schedules leadership training for parents who are interested in volunteering their time to the school, as well as workshops related to health, job readiness, and educational issues. We have Spanish, French, and Haitian Creole staff translators who assist during workshops. When a child is registered, we provide interpretation assistance in the languages of Spanish and Haitian Creole. At this time, parents are given full explanation of the available placement options both within and outside of P.S. 92. This sentiment is especially strong among our Haitian and Latin populations. They express a preference for immersion in the English language, as they feel it puts their children on equal footing with non-ELL students, and fosters a faster acquisition of the English language.

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)	3	10	6	5	2	4								30
Intermediate(I)	5	3	3	9	1	6								27
Advanced (A)	4	1	7	1	5	7								25
Total	12	14	16	15	8	17	0	0	0	0	0	0	0	82

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	0		2	1							
	I	5	2	2	2	0	1							
	A	6	9	5	2	4	3							
	P	2	4	4	5	14	10							
READING/ WRITING	B	10	6	3	2	2	1							
	I	3	3	7	3	7	1							
	A		5	1	4	7	7							
	P		4	0		4	6							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	4			8
4	4	10	2		16
5	2	10	2		14
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	2		4		3				9
4	3	1	8	2	4		1		19
5	3		10		2				15
6									0
7									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
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	2		10		7				19
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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								

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
Test)								
Chinese Reading Test								

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

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

1. Our school uses both the ECLAS-2 and NYSESLAT periodic assessment scores of our ELLs to determine at what level of English proficiency they are functioning. We have found that most ELLs (except for the newest arrivals to this country) are able to sufficiently express themselves verbally in English, however, they are weak in both reading and writing skills. Therefore, our instruction focuses more on English literacy and writing skills than on conversational English.

ECLAS-2 results indicate only an ELL's reading/writing profiency, whereas NYSESLAT results indicate proficiency levels in all modalities. Analysis of the NYSESLAT scores indicate that our ELL students in kindergarten, first and second grades are weak in the areas of reading and writing. However, in the areas of listening and speaking, the majority of the ELL students in the lower grades are performing at an advanced level of proficiency. In grades three, four and five, the scores revealed that the majority of the students are proficient in listening and speaking. In the areas of reading and writing, scores ranged from intermediate through proficient, with the majority of students scoring at an advanced level.

3-Test scores indicate that in the lower grades, our areas of educational focus should be reading and writing, with some reinforcement of listening/speaking skills. Despite the NYSESLAT scores indicating that our higher grade level students are performing at advanced English Language proficiency, ECLAS-2 results and teacher observations indicate that our students in the higher grades are still quite weak in reading and writing skills. Therefore, we maintain our key educational focus on these literacy areas, while continuing to review and reinforce listening/speaking skills.

4- After examining the test results we found that many children who perform at level 2 in math, science and ELA are weak when it comes to reading texts at their instructional grade levels. Each year these students are exposed to different texts in a variety of genres in the math, science and ELA state exams. These texts are all specifically designed to be appropriate for the grade level of the children taking the test. However, the NYSESLAT uses the same instructional text for grades 2, 3, and 4. We find that this difference in testing methodology creates a discrepancy in students' observed performance levels between the results of the NYSESLAT and state exams. It is possible, therefore, for students to be assessed as proficient or advanced according to NYSESLAT results, yet do poorly on other state exams. Teachers analyze the results of the NYSESLAT periodic assessments to set educational goals and to drive instruction. We also use the information to group together students who have similar areas of weakness so that we can streamline our instructional goals and methods and provide differentiated intervention where it is most needed.

We are learning that the ELL students can have greater success by using Achieve 3000, a computer-based program which requires them to read a passage and respond using multiple choice questions or by writing . We find that this program better prepares students for the types of questions they will encounter on state tests. New students are given math and science assessments in their native languages if such tests are available. This helps us determine the actual knowledge accumulated by the student thus far, independent of any disadvantages caused

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

by language barriers.
5. Not applicable
6. The success of our instructional programs for ELLs is indicated by their test results on state exams. We are trying to enable our students to function as any other student at their grade level would do. The best indicator of the success of our program is when our ELLs are able to achieve test results that are comparable to those of students whose native language is English.

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

School Name: Adrian Hegeman **School DBN:** 17k92

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diana Rahmaan	Principal		11/1/11
Brenda Robertson	Assistant Principal		11/1/11
Dawn McLeod	Parent Coordinator		11/1/11
Jacqueline Sterling	ESL Teacher		11/1/11
Neferti Gray	Parent		11/1/11
Ms. Green, common branches	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jean Pintro	Guidance Counselor		11/1/11
Nichelle Manning Andrews	Network Leader		11/1/11

School Name: Adrian Hegeman		School DBN: 17k92	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Savitt	Other ESL teacher		11/1/11
Ms. Gantz	Other related services		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 17K92 **School Name:** Adrian Hegeman

Cluster: 110 **Network:** 4

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.

When a child is registered, parents are interviewed by our ELL teachers and administered the Home Language Identification Survey, and if the need is presented, he or she will speak with one of our staff members proficient in their native language. If needed, we utilize the DOE Interpretation Unit to assist in translation, via a conference call, for language interpretation that is not available at the school. This information helps us to determine the number parents that need to receive written and oral communication in Creole, Spanish, Arabic, or other languages. A review of data indicated that a small percentage of parents, primarily recent immigrants from Haiti or Spanish speaking countries, presented a need for translators in their native language. Based on the above and the evidenced need exhibited during our primary registration period, we conclude that there is an on-going need to provide written translation services for our Haitian Creole and Spanish speaking populations. In years, we saw an increase for Arabic translators. However, in the last two years, this need has decreased due to the availability of parents volunteers available to translate during registration and parent meetings. We will, if warranted, continue to use the DOE translation unit. Report cards are also available to parents in their native languages.

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.

Findings are annually presented to the staff and parent communities during the September faculty conference and October Parent Association meeting, the September ELL parent orientation sessions, the general parent orientation sessions held in September, and articulated to parents as a service provided when they register their child for school (presented by ELL teachers). In 2011 -2012, we propose to continue the same method of notification, in addition to posting the availability of the services prominently in the main lobby of the school building, in the main office, and written notification throughout the school year.

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.

To meet the needs of our families, we will continue to use the DOE Translation and Interpretation Unit and our on-site staff members and volunteer parents who are proficient in the language orally, and in written form.

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.

We propose, in addition to available written translation services in the school, to use per session staff and/or parent volunteers, fluent in Spanish, Creole, and Arabic to provide translation services. The translators will be available at parent workshops, orientations, and for any after-school parent/teacher conferences, including one to one conferences. During the day program, we have identified staff persons who are fluent in the languages of most need, and they will provide oral translation services for parent conferences and other activities that might require assistance.

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.

In September 2011, we will send written notification to parents describing the available translation services at the school, and their rights regarding translation and interpretation services in appropriate covered languages. If we are not able to provide translation on the school level, the parent will be given contact information for the DOE translation unit, or we will access the unit for them. Additionally, a DOE poster outlining available services will be posted at the main entrance. The Parent Coordinator will also be available to provided assistance.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 92	DBN: 17K92
Cluster Leader: Corinne Rello	Network Leader: Nichele Manning Andrew
This school is (check one): ❄conceptually consolidated (skip part E below) ✪NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✪Before school ❄After school ❄Saturday academy ✪Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): ✪K ✪1 ✪2 ❄3 ❄4 ❄5 ✪6 ✪7 ✪8 ✪9 ✪10 ✪11 ✪12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: For the 2011-2012 school year, we will offer after-school instruction for entitled ELL students in grades three through five. The target populations for the after-school program will be the ELL students who scored levels one and two on the city/state exams and students scoring at the beginning/intermediate levels of NYSESLAT. These students will receive intensified English language acquisition instruction by state certified ESL teachers with many years of experience in the field. This program will develop and enhance literacy and math skills and provide supplemental instruction that will further develop proficiency in English. In order to support the entitled ELL students, one after-school class is scheduled for Mondays, Tuesdays and Wednesdays, from 3:20 p.m. – 4:20 p.m. The after-school program will commence in November and continue through April 2012, for a total of 15 weeks. Saturday school will begin the first week of December and continue through April 2012 for a total of 10 weeks (pending budget). Instruction will be provided from 9:00 a.m.- 11:00 a.m. per week. Each Saturday session will offer one hour of literacy and one hour of enrichment in math. In both programs, class size is limited to fifteen students per class. Using information derived from benchmark assessments, teacher observations, and other exams, the students are grouped according to ability levels and work directly with the teacher in small groups or one to one. Elements of the balanced literacy model are implemented to include independent reading and writing activities, as well as guided group and whole class instruction. We will continue to use Kaplan ADVANTAGE Math and Literacy and the computer-based program ACHIEVE 3000 for the after-school program. ACHIEVE 3000 teaches students on a one to one basis, at their level, ensuring that they reach or exceed grade level within a prescribed amount of sessions. We will also use SPOTLIGHT on Responding to Writing Prompts, Paired Passages and GETTING READY FOR THE NYSESLAT AND BEYOND. These materials are based on research designed to meet the needs of Limited English Proficiency (LEP) students and include the essential elements of the five reading components as defined by the NCLB Act. Based on the results of testing and research, there is considerable evidence of improvement in the students' writing skills using this program. These skills will be reinforced with the use of the complementary skill books.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider

Part C: Professional Development

Begin description here: Two ESL teachers will engage in Children First Network , citywide, and school based professional development. All professional development is offered in English and focuses on implementation of ESL methodology in reading, math, and the content areas of science and social studies. All providers of professional development are state-certified teachers and / or ELL/ESL instructional specialists. In addition, the ESL teachers will attend a series of workshops on a variety of topics that include differentiated instruction, analyzing data, vocabulary development, common core standards, assessments and Respond to Intervention (RTI). Teachers who attend these workshops turnkey the information they receive to other staff during teacher team meetings, sharing with them the latest strategies and techniques used to increase the retention, skills, and test scores of the students in the Title III program. Additional support to the regular classroom teacher will be provided by Aussie consultants. They will offer small group support in ESL strategies.

Date	Duration	Topic	Teachers	Provider
10/5/11	3 hours	NYC ELL Assessment Common Core Standards	Ms. Sterling Mr. Savitt	CTB/ McGraw-Hill
11/30/11	2 hours	Looking at Student Work 1	Ms Sterling/Mr. Savitt	CFN 110
12/7/11	2 hours	Looking at Student Work 2	Ms Sterling/Mr. Savitt	CFN 110
12/16/11	2 hours	Looking at Student Work 3	Ms Sterling/Mr. Savitt	CFN 110

Part D: Parental Engagement Activities

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

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

Begin description here: Some of the Title III funds will be used to provide programs for the parents of our ELL students. An orientation facilitated by the ESL teachers introduces them to the Title III after-school ESL program. The orientation is held in the evening and lasts approximately two hours. It includes an oral presentation and interactive activities. The school provides interpreters for parents who speak Haitian Creole and Spanish. The orientation is also used to recruit parents to participate in the after-school program and to talk about community resources that are available to parents of ELLs through CAMBA, a community based organization that provides a variety of adult classes. In addition, we will offer 3 one-hour classes of intensified ESL and computer classes to our limited English parents and parents of students from our Saturday school program who wishes to attend. Each class offers English survival skills and basic hands-on computer skills. As a result of these classes, parents will be better able to assist their children with homework assignments, communicate with teachers, function in society, and express their needs. All classes will be presented by certified ESL teachers. Please refer to the table below for the dates and subjects of these classes. On the last day of the adult classes, the program's educational materials will be distributed to the parents so that they can refer to them as

Part D: Parental Engagement Activities

needed at home. Moreover, there will be a multicultural culminating activity in which the parents will have an opportunity to socialize with each other and the teachers. Culturally appropriate refreshments will be provided at this activity.

ESL teachers stay in contact with parents throughout the school year. All major notifications that are sent to parents will be sent home in English and in the parents' native language. Workshops are offered to parents in the content areas of reading and math throughout the school year. They are taught strategies that will help them to better assist their children with homework and preparation for standardized tests. Parents are encouraged to participate in the after-school and Saturday programs as a means of working directly with their children and to acquire skills and strategies that can be effectively implemented in the home environment.

Date	Topic	Hours	Provider	# Parents
3/21/12	English Survival Skills 1	1	Ms. Sterling	15
3/28/12	English Survival Skills 2	1	Ms. Sterling	15
4/4/12	Basic Computer Skills	1	Ms. Sterling	15

Part E: Budget

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

Allocation Amount: $11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	$4,125	After-school program for 15 weeks @ 3 instructional hrs. per week (teacher per session)
Purchased services • High quality staff and curriculum development contracts.	$1,175	Aussie Professional Development consultants
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly	$4,500	Achieve 3000 computer based reading intervention program – includes individual student licenses, P.D., parent involvement

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other	$800 $600	DOE scheduled ESL/ELL workshops (protract fees) Materials for parent class series: pamphlets, general supplies
TOTAL	$11,200	