



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS/ IS 192 THE MAGNET SCHOOL FOR MATH AND SCIENCE INQUIRY

DBN: 20/BK/192

PRINCIPAL: MRS. LISET ISAAC **EMAIL:** LISAAC@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. KARINA COSTANTINO

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
Liset Isaac	*Principal / SLT Chairperson	
Beverly Gold	*UFT Chapter Leader/ SLT Facilitator	
Ingrid Rojas	*PA/PTA President/ Parent Committee	
Anna Orfin	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Denise DeLucia	Member/ UFT/ SLT Co-Chairperson	
Catherine Speziale	Member/ UFT/ SLT Recorder	
Nicole Gaglia	Member/ UFT/ SLT Financial Liaison & Timekeeper	
Marie Mohamed	Member/ Parent/ SLT Title 1 Committee	
Linda Usten	Member/ Parent	
Maria Mendez	Member/ Parent	
Bianca Adorno	Member/ Parent	

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

Beginning September 2011, all teachers K-8 will work collaboratively through the Inquiry Process to strengthen student work in reading and writing.

A. By June 2012, all teachers K-8 including teachers of English Language Learners and students with disabilities will have collaboratively developed writing rubrics to guide students through the writing process and inform students of next steps for each genre, resulting in writing pieces on or exceeding standard.

B. Beginning September 2011, all teachers K-8 will independently and collaboratively analyze student work and data to identify students' strengths and weaknesses to inform their instructional decisions, helping them to meet their achievement goals based on the New York Common Core Learning Standards (NYCCLS).

C. By June 2012, 80% of our ELA units of study will be aligned to the Common Core Standards with embedded highly rigorous Depth of Knowledge Level 3 tasks for all students including English Language Learners and Students with Disabilities.

Comprehensive needs assessment

Based on the 2010-2011 Peer Review Report it was noted that while teachers consistently gather and analyze classroom level data to supplement summative and periodic assessment data, the use of rubrics to analyze student work is inconsistent. There is a need to have the student rubrics aligned to the common core standards and that the students use the rubrics to self monitor their progress towards the completion of a task. In this manner, teachers will be able to identify students' strengths and needs and adjust their instructional decisions. During our Inquiry meetings, it has been noted that there is a need to align our current ELA units of study with the Common Core Standards and to create highly rigorous DOK Level 3 tasks to meet the Citywide Instructional Expectations.

Instructional strategies/activities

Beginning in September 2011, teachers will participate in weekly school wide Inquiry Study groups to expand their knowledge of analyzing student work and creating and using student rubrics in writing. The Inquiry Study groups will focus on looking at student work to improve student learning, strengthen instructional practices, and create writing units of study in alignment with the NYCCLS. The Instructional Coach along with the Data Team will continue to provide support in analyzing data from formative and summative assessments. In collaboration with Teacher's College and the Instructional Coach, teachers will create writing rubrics aligned to the NYCCLS. This work will be cyclical in nature beginning with a Pre On Demand writing assessment of the next unit (genre), continuing with an analysis and assessment of the student work and an analysis of the curriculum and standards for the unit of study to create the rubric, resulting in creation of the writing curriculum map and the final analysis of the Post On Demand writing assessment.

Strategies to increase parental involvement

To increase and improve parental involvement and strengthen student work, we will maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator and Family Worker will work alongside various staff members, including the Instructional Coach, ESL and AIS teachers to conduct parent workshops. These workshops will focus on the use of rubrics to improve student performance, the Common Core Learning Standards and Webb's Depth of Knowledge Level 3 tasks. In coordination with our Parent Involvement Policy (PIP), all critical school documents will be translated and interpretation will be provided during meetings and events as needed. We will continue to provide written and verbal

progress reports that are periodically given to keep parents informed of their children's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

In order to attract highly qualified teachers with beliefs that are aligned to our teaching philosophies, we will continue to update and maintain our school website, e-chalk. Interested teachers will be able to access the school's most current Annual School Report Card to gain a snapshot view of the school community. We will recruit new staff through colleges, universities and recruitment events. Our substitute teachers will also be observed as a means to recruit. New teachers will be supported through the New Teacher Mentoring Program, the Instructional Coach and staff developers from outside agencies.

Service and program coordination

Title I funds will be commingled with funds from other Federal and State programs such as local tax levy funds to supplement the State and local resources allotted to the school. This will enable the school to create a coherent curriculum and provide all staff members with ongoing professional development.

Budget and resources alignment

- Instructional Coach-Contract for Excellence
- Assistant Principals- Tax Levy, Title I 5%
- Teachers College Staff Developers- Title 1 10%
- Parent Coordinator-Tax Levy
- Family Worker-Tax Levy

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

Beginning September 2011, all teachers K-8 will continue to implement the New York Common Core Learning Standards by engaging all students in rigorous tasks.

A. By June 2012, all teachers will have worked collaboratively to develop rigorous tasks embedded in both English and Math instructional units, resulting in a 5% increase on the NY State ELA and Math exams.

B. Beginning in September 2011, teachers will be provided professional development in Webb's Depth of Knowledge in order to develop higher level tasks in all content area, resulting in increased student achievement.

C. Beginning in September 2011, teachers of Students with Disabilities (SWDs) and English Language Learners (ELLs) will differentiate common core instruction in order to meet the needs of these students, resulting in an increase of proficiency on the NYSESLAT exam as well as a 3% increase on the NYS ELA and Mathematics exams.

Comprehensive needs assessment

In order to implement the 2011-2012 DOE Instructional Expectations and raise students' levels of performance on the NY State ELA and Math exams, there is a need for our Inquiry Teams to collaboratively develop highly rigorous tasks in ELA and Mathematics. According to the most recent data from the NYC DOE Progress Report for 2010-2011, we received an A (41.4/ 60) in Student Progress measuring the improvement our students made on the state tests between 2010 and 2011; however, we received a D (4.8/25) in Student Performance with not enough of our students reaching or exceeding proficiency (Level 3 and 4). Although our students, especially our SWDs and ELLs, are making noted progress, they continue to face challenges in their learning. While Students with Disabilities and ELLs are exposed to and offered the same curriculum, the lessons that make up this curriculum still need to be adapted to meet the individual needs of the students. While a variety of strategies are being used and taught to our SWDs and ELLs, many concepts are still not being mastered due to the material not being properly adapted to meet their needs. Both common planning time and Inquiry meetings will provide time for each grade to come together to continue to modify units of study and lessons in order to meet the needs of these students.

Instructional strategies/activities

Beginning September 2011, in collaboration with Teacher's College staff developers and the Instructional Coach, teachers will participate in professional development opportunities focused on how to differentiate common core instruction in ELA and Mathematics through mini-lessons and small group strategy lessons as well as providing professional development in Webb's Depth of Knowledge. During common planning time and through grade level Inquiry work, teachers will plan collaboratively to utilize different ESL strategies and methodology in differentiating common core instruction for their grade/ content area to meet the needs of their individual students. The analysis of pre and post on- demand assessments for each unit will provide the data needed to differentiate and create small groups. Flexible grouping will provide a model for meeting the needs of these students. AIS personnel and ESL teachers will assist in the analysis of assessments, modifying units of study and conduct small group instruction.

Strategies to increase parental involvement

In order to achieve this goal, the school will implement Family Fun Nights, involving DOK level 3 activities, to involve the parents of Title I students, SWDs and ELL students in consultation with the parents during PTA meetings. The parents will help plan Family Fun Nights with the PTA and Parent Coordinator. Books will also be selected for Book of the Month for Parent Workshops. These workshops will highlight the theme of the books and present ideas for discussion at home. A parent monthly newsletter which highlights each grade's monthly unit of study will also be distributed. Parent workshops will be conducted on topics to include understanding educational accountability, grade level curriculum, assessment expectations and performance tasks.

Strategies for attracting Highly Qualified Teachers (HQT)

At the present time, the teaching staff of PS/IS 192 is comprised of all highly qualified teachers for the 2011-2012 school year. In the event of a vacancy, highly qualified teachers would be attracted through our school website, eChalk. Interested teachers will be able to gain a snapshot view of the school community. We will continue to recruit new staff through colleges, universities, and recruitment events. Once hired, new teachers will continue to be supported through the New Teacher Mentoring Program, the Instructional Coach and staff developers from outside agencies.

Service and program coordination

Title I funds will be commingled with funds from other Federal and State programs such as local tax levy funds to supplement the State and local resources allotted to the school. This will enable the school to create a coherent curriculum and provide all staff members with ongoing professional development.

Budget and resources alignment

Teacher's College Staff Developers -Title I 10%
Instructional Coach- Contract for Excellence
Assistant Principals- Tax Levy, Title I 5%
ESL Teachers- Tax Levy
AIS Teachers- Title I, Contract for Excellence
Parent Coordinator-Tax Levy

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

By June 2012, all teachers K-8 will participate in professional development focused around Charlotte Danielson's *Enhancing Professional Practice, A Framework for Teaching*, working towards increased instructional practice in each of the four domains; planning and preparation, the classroom environment, instruction and professional responsibilities to improve student learning.

- A. Teachers will individually and collaboratively analyze their delivery of instruction to identify areas in need of improvement in each of the four domains resulting in a 5% increase of all students, including Students with Disabilities and English Language Learners moving from Level 2 into Level 3 on the NYS ELA exam.

Comprehensive needs assessment

In compliance with the 2011-2012 Citywide Instructional Expectations, Charlotte Danielson's Framework is being incorporated into our teachers' professional development as well as teachers' professional goals to increase teacher effectiveness. Although it was noted in the 2010-2011 Peer Review Report that "the school has highly effective systems for supporting pedagogy with a clear focus in improving instructional practice," there is still a need to strengthen the delivery of instruction within our classrooms to accommodate and support our Students with Disabilities and English Language Learners.

Instructional strategies/activities

Teachers will use professional literature, *Enhancing Professional Practice, A Framework for Teaching* written by Charlotte Danielson, and participate in study groups to increase their understanding of teaching and learning as well as to increase their understanding of the four domains of teaching responsibility. Teachers will meet with supervisors to analyze strengths and weaknesses in instructional areas. Differentiated professional development will be provided to teachers through meetings with the Principal, Assistant Principals, Instructional Coach, Teacher's College, and other outside agencies when needed. Supervisors will work with teachers to develop professional goals around areas in which they need to improve. Both internal and external intervisitations will be scheduled for teachers to observe and discuss effective teacher practices .

Strategies to increase parental involvement

In an effort to achieve this goal, the school will continue to encourage meaningful parent participation on the School Leadership Team and Parent Teacher Association. We will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. Assistance will be provided to parents in understanding standards and assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

At the present time, PS/IS 192 employs all highly qualified teachers for the 2011-2012 school year. In the event of a vacancy, highly qualified teachers would be attracted through our school website, eChalk. Interested teachers will be able to gain a snapshot view of the school community. We will continue to recruit new staff through colleges, universities, and recruitment events. Once hired, new teachers will continue to be supported through the New Teacher Mentoring Program, the Instructional Coach and staff developers from outside agencies.

Service and program coordination

Title I funds will be commingled with funds from other Federal and State programs such as local tax levy funds to supplement the State and local resources allotted to the school. Title I set-aside funds which promote parent involvement, including family literacy will be utilized.

Budget and resources alignment

Assistant Principals-Tax Levy, Title I 5%

Instructional Coach-Contract for Excellence

Teacher's College Staff Developers -Title I 10%

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

By June 2012, there will be a 5% increase in the number of English Language Learners and Students with Disabilities that achieve a performance level of 3 or 4 in English Language Arts as measured by the NYS ELA and the NYSESLAT.

- A. Beginning September 2011, all K-6 and 7/8 ELA teachers will identify areas of weakness of those students scoring below performance levels 3 and 4 using data to plan instruction.
- B. Beginning September 2011, all K-6 and 7/8 ELA teachers will provide differentiated instruction and student feedback to accommodate all students.
- C. Beginning in September 2011, supplemental education services for our students as well as professional support for staff members will be provided to best meet the needs of student subgroups: Students with Disabilities and English Language Learners.

Comprehensive needs assessment

Based on the data from Metric 2 of the 2010-2011 NYC Progress report, 29.2 % of the students scored at performance levels 3 or 4 in ELA resulting in D (4.8/25) in Student Performance. While our 2011 Peer Review Report cites that our “Teaching practices are highly engaging in all classrooms providing support to all learners in all subgroups with particular emphasis on the development of English language learners”, we must continue to differentiate and modify instructional units of study to best meet the needs of our ELLs and SWDs. According to the 2010-2011 New York State Report Card, PS/ IS 192 has been identified as a SINI Year 1 Improvement/Comprehensive school due to the failure of our student subgroups (ELLs and SWDs) in making AYP in ELA.

Instructional strategies/activities

In order to support the needs of two subgroups of learners: students with disabilities and students who are not proficient with the English language we will provide supplemental education services to our students consisting of tutoring or other remedial services occurring after-school or on weekends. The school will receive a SINI Grant that will allow us to provide focused and specialized professional support to all teachers so that we learn how to best meet the needs of our student subgroups. ELL professional development institutes will also be provided by CFN 409 in collaboration with CITE to selected staff members focusing on second language development theory, understanding the English Language Learner, the stages of language acquisition and the implications for instruction, best practices that support the English Language Learner in classroom structure, routines, classroom environment and instructional strategies, and planning and instructional supports in ELA to promote success for English Language Learners. The Instructional Coach will also meet with teachers to improve the quality of their teaching. We will continue the Extended Day Program with an early morning start which will allow for small group instruction differentiated to meet the needs of all of our students, specifically our SWDs and ELLs. After-school instruction will be provided by ESL teachers to all of our ELL students in grades two through eight, differentiated according to their language level (Beginner, Intermediate, and Advanced).

Strategies to increase parental involvement

Parent workshops will be conducted by Instructional Coach, Parent Coordinator and Assistant Principals to provide materials and training to assist parents in working with their children to improve their achievement level. Parent Coordinator and Family Worker will assist in disseminating

information about school and parent related programs, meetings and other activities in the languages that parents can understand. Opportunities will be provided to parents to assist in reading and understanding accountability systems such as the Annual School Report Card, Progress Report, and the Learning Environment Survey Report. Assistance will be offered in helping parents understand standards and assessments. The Parent Coordinator and Family Worker will organize trips, such as Barnes & Noble, to heighten literacy awareness. The Parent Coordinator will be available to assist parents in viewing the progress of their children through the Aris portal and/or Engrade.

Strategies for attracting Highly Qualified Teachers (HQT)

At the present time, PS/IS 192 has employed all highly qualified teachers for the 2011-2012 school year. In the event of a vacancy, highly qualified teachers would be attracted through our school website, eChalk. Interested teachers will be able to gain a snapshot view of the school community. We will continue to recruit new staff through colleges, universities, and recruitment events. Once hired, new teachers will continue to be supported through the New Teacher Mentoring Program, the Instructional Coach and staff developers from outside agencies.

Service and program coordination

Title I funds will be commingled with funds from other Federal and State programs such as local tax levy funds to supplement the State and local resources allotted to the school. Title I set-aside funds which promote parent involvement, including family literacy will be utilized.

Budget and resources alignment

Teacher's College Staff Developers -Title I 10%
Instructional Coach- Contract for Excellence
Assistant Principals- Tax Levy, Title I 5%
ESL Teachers- Tax Levy
AIS Teachers- Title I, Contract for Excellence
Parent Coordinator-Tax Levy
Family Worker-Tax Levy

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				
K	38	23	N/A	N/A	0	0	2	0
1	42	24	N/A	N/A	0	0	0	0
2	33	10	N/A	N/A	0	0	0	0
3	38	38	N/A	N/A	7	0	0	0
4	30	30	0	0	2	0	0	0
5	31	31	0	0	13	0	0	0
6	45	36	0	0	0	1	0	0
7	35	35	64	64	1	0	0	0
8	20	20	57	57	3	0	0	0

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	<p>Soar to Success: A reading program for grades 3-8 that provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies</p> <p>Great Leaps: A 1:1 reading program for students in K-8 that promotes fluency in letter sound and word recognition</p> <p>Wilson Reading System: A K-5 research based multi-sensory reading program that provides systematic and explicit instruction in the areas of phonemic awareness, phonics, word and syllable study, vocabulary, sight words and fluency</p> <p>Reading Recovery: A first grade 1:1 reading and word study program using leveled books to teach comprehension, decoding and spelling strategies</p> <p>Fundations: A multi-sensory, systematic and explicit K-3 phonics/ spelling program based on the Wilson Reading System</p> <p>Leap Track Assessment and Instruction System- A K-5 technology based reading skills program that uses formative assessment and differentiated, individualized instruction.</p> <p>Early Success- A reading program for grades 1 and 2 that provides systematic, scaffolded instruction that supports phonemic awareness, phonics, reading fluency and decoding strategies.</p> <p>Sondav System- A K-3 multi sensory reading, writing and spelling program using explicit, systematic instruction</p> <p>Skills Tutor: A powerful online tutoring tool, integrates into the curriculum and provides targeted instruction for the classroom or extended use at home</p> <p>Imagine Learning English: provides a research- based language acquisition curriculum specially designed to meet the needs of English language learners, during the school day</p> <p>ELA Academy. After School: Small group instruction for grades 3-8 to familiarize them with test format, questions and review of content</p>
Mathematics	<p>Math Academy. After School: Small group instruction for grades 3-8 to familiarize them with test format, questions and review of content</p> <p>Skills Tutor: A powerful online tutoring tool, integrates into the curriculum and provides targeted instruction for the classroom or extended use at home</p>
Science	<p>Science Academy/ After School/ Saturday Program: Small group instruction for students in grades 4- and 8 to familiarize them with test format, questions and review of content</p> <p>Extended Day AIS: classes for Middle School students</p> <p>Small Group AIS Instruction: Small group instruction for students in grade 7 & 8</p>
Social Studies	<p>Small Group AIS Instruction: Students in grades 7 & 8</p> <p>Extended Day AIS: classes for Middle School students</p>
At-risk Services provided by the Guidance Counselor	<p>Small group and/ or 1:1 to work on conflict resolution, ego development, dealing with divorce and separation, bereavement counseling, bullying and name calling, as well as identifying child abuse, recognizing depression in students, suicide and violence prevention</p>

At-risk Services provided by the School Psychologist	<u>Small group and/ or 1:1</u> to work on conflict resolution, ego development, dealing with divorce and separation, bereavement counseling, bullying and name calling, as well as identifying child abuse, recognizing depression in students, suicide and violence prevention
At-risk Services provided by the Social Worker	<u>Small group and/ or 1:1</u> to work on conflict resolution, ego development, dealing with divorce and separation, bereavement counseling, bullying and name calling, as well as identifying child abuse, recognizing depression in students, suicide and violence prevention
At-risk Health-related Services	<u>Whole Class:</u> Hygiene, Dental Core and Nutrition Lessons <u>Small Group:</u> Asthma- Open Airway for Schools Program

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)

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: 20K192 **School Name:** P.S./I.S. 192 – The Magnet School for Math and Science Inquiry

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

Category: Basic Focused Comprehensive

Intervention: 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./I.S. 192 did not meet AYP for ELA for ALL students group.

- In ELA we did not meet AYP in the following subgroups:
 - Hispanic or Latino
 - White
 - Students with Disabilities
 - Limited English Proficient
 - Economically Disadvantaged

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.

We will involve our teachers and support staff in various programs, professional development and study groups throughout the year. Per Diem coverage will be need to implement the following interventions.

- Special Education teachers will be trained in the WILSON program and form a class group to work with in their 12:1 class. They will be part of a study group to provide the support they need to effectively use the intervention program.
- Selected ESL teachers and classroom teachers with a large number of ELL students in their class will participate in an ELL Professional Development Institute to focus on; second language development theory, the stages of language acquisition and the implications for instruction, best practices that support English language learners in classroom structure, routines/rituals, classroom environment and instructional strategies, planning instructional supports in ELA and Math to promote success for English language learners.
- ESL program will use the pull out and push in model. The ESL coordinator will monitor the data of all ELL's and report progress and meet with supervisors to set target goals for each benchmark period. The ESL teachers will collaboratively work with AIS reading teachers and classroom teachers.

- Special Education teachers will receive on-site professional development from the Teachers College Inclusive Classrooms Project. Teachers will engage in methods of observation, collaborative planning and teaching, creation of materials and demonstrations in the classrooms.
 - Aligning our ELA curriculum to the NY Common Core Learning Standards to ensure that college and career readiness skills are embedded in each of the units for all students. Teachers will also have opportunities to work on performance tasks for students.
-

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.
 - Professional Development – Teachers College – Reading and Writing Project
 - Three staff developers to work on school site with teachers. (K-2, 3-5, 6-8)
 - Teacher Study Groups
 - Instructional Coach Study Group
 - Assistant Principals Study Group
 - Lead Teacher Group
 - Out of site Professional Development at Teachers College throughout the school year for teachers and administrators.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Mentoring is provided to new teachers three periods a week by our instructional coach and the SETSS teacher. This includes planning, modeling, intervisitations and discussion of best practices.
 - Mentoring is also provided to teachers who need support.
 - In addition to this support teachers are also part of out of site specialty study groups.
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.
 - A letter will be sent home to all families informing them of our school's SINI status.
 - A parent meeting will also be held to inform our parents and provide them with an opportunity to ask questions. A powerpoint will be used highlighting all the data that led to this status and what our next steps will be.
 - Translators will be available for parents during the meeting. Our parent coordinator will also schedule additional meetings in school for parents who were unable to attend our first general meeting.

**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 C. Groll-Clst. 4, N. Opramalla	District 20	Borough Brooklyn	School Number 192
School Name The Magnet Sch. for Math & Sci. Inquiry			

B. Language Allocation Policy Team Composition [?](#)

Principal Liset Isaac	Assistant Principal A. Muscarelle, L. Pagliaro
Coach Pam Mullin	Coach n/a
ESL Teacher H. Rosenrauch/B. Mackin	Guidance Counselor Ethel Kaufold
Teacher/Subject Area Valerie Carroll (Gr. 2)	Parent Ingrid Rojas
Teacher/Subject Area Dawn Roman (Gr. 6)	Parent Coordinator Yolanda Fioriello
Related Service Provider Janine Kraljev	Other Lynn Arola (Sp. Ed.)
Network Leader Neal Opramalla	Other Angela Vigueras (Spanish)

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	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
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	595	Total Number of ELLs	193	ELLs as share of total student population (%)	32.44%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. At registration and throughout the school year, the Pupil Accounting Secretary notifies the ESL (English as a Second Language) Coordinator and teachers to interview the parents to determine the language(s) spoken in the home. Based on this determination, the ESL staff then administers the Home Language Survey which includes an informal oral interview in English with the parent and the student regarding the students' home language. This Home Language Survey is translated into nine languages. When additional translation is needed, we call on a staff member who is on the translation committee to assist with the process. These translators have been trained by the ESL staff to conduct the interview appropriately. Based on the completed Home Language Survey, the ESL staff determine whether or not the student is eligible to take the LAB-R (Language Assessment Battery - Revised). The results of this assessment determine a student's language proficiency, potentially qualifying them for state mandated services for ELLs. Students who speak Spanish and are eligible for ESL services per the LAB-R are also assessed through a Spanish LAB to determine language dominance. The Spanish LAB is administered only once at the time of initial enrollment. Each spring ELLs are administered the NYSESLAT to determine English proficiency and eligibility for ESL services. The list of students who are eligible to take the NYSESLAT is drawn from the RLER ATS report. Students who become proficient based on this assessment exit the program. For students who were already enrolled and entitled to receive ESL in the previous year, we review their scores from the previous spring's NYSESLAT (RLAT ATS report). These results dictate the number of periods of ESL services they will receive in current school year. To prepare students for the NYSESLAT exam, ESL teachers use test preparation books produced by Attanasio and Associates during an after school NYSESLAT preparation program available to students at all levels and grades in the months preceding the administration of the exam. We also hold several workshops for parents separated according to the different testing bands in order to inform them about test structure and expectations, encouraging them to work with their children in all four modalities of language development. Parents are also informed of the testing dates and are provided an explanation of the test through an official letter produced by the Department of Education. This year all four modalities of the NYSESLAT (speaking, listening, reading and writing) will be administered between May 7-18. The speaking section is administered first on a one to one basis. Next, the following three modalities (listening, reading, and writing) are administered to all ELLs in the building (grades K-8), over the course of three days. Still within the testing window, make-up sessions are also provided for students who were absent during various sections of the test.

2. Within ten days of a student being identified as an English Language Learner (ELL), as per the Home Language Survey and LAB-R, parents are invited to an orientation that provides information about the ESL program and the LAP (Language Allocation Program). At this orientation, parents are presented with a packet which includes a parent guide for ELLs in their native language and a parent survey program selection form. ESL teachers, along with translators, explain all three program choices: Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL. Available translators include L. Villatoro and Y. Fioriello (Spanish), S. Zapasner and V. Tackenko (Russian), P. Ip (Chinese), A. Sadeque (Urdu), A. Orfin (Polish). Parents also view a video presentation in their native language which explains the instructional programs that support the needs of their children and gives them the options of program choices for ELLs. For new students who arrive later in the year, individual orientations are provided in one-to-one meetings.

3. After the presentation, parents are asked to complete the program survey and program selection form, again with the help of translators if needed. Parent Surveys and Program Selection Forms are provided in the native language when available. As a follow up, if a parent is unable to attend the orientation, the ESL teacher, with the help of the parent coordinator, attempts to schedule a meeting with the parent at their convenience. If for any reason the parent is unable to come to school, an ESL staff member will attempt to conduct the selection process on the phone with a translator if needed. If a parent selection form is not completed, the school will automatically place the student in a TBE Program, if it is available. Otherwise, the student will be placed in an ESL program. After program selection is noted, parents are provided with an entitlement letter regarding the program in which the student is placed. Students who pass the LAB-R receive non-entitlement letters. Continued entitlement letters are also provided for parents whose children will continue to receive ESL services based on their NYSESLAT scores. Providing parents with notifications and information and maintaining a dialogue with them is the core of informed parent choice.

4. According to parent preferences, as shown on the Program Selection Form, we currently provide ESL services through the push-in/pull-out model of instruction. An explanation regarding how our program works is provided during the parent orientation meeting mentioned above. When parents opt for either TBE or Dual Language programs, they are consulted with individually to address their needs. When communicating with parents, we always provide interpreters when needed. We draw from our bilingual staff representing a variety of languages to meet the needs of parents.

5. Consistently, when given the program choices, over 95% of our ELL parents have opted for a free-standing ESL program as the form of instruction for their children.

6. Based on the trend described above, at P.S./I.S. 192, we provide an ESL program based on the push-in/pull-out model so as to align with parent preferences. If a parent opts for a TBE or Dual Language program, parents are informed at orientation that their Program Selection Form is kept on file until the required number of students for a TBE or Dual Language Program becomes available. They are informed that once this option becomes available, a bilingual or dual language class will be formed and they will be given the opportunity to have their child participate in this program. If and when we meet the mandated number of 15 students in a grade or two consecutive grades who opted for a TBE class, then we will form the appropriate program at P.S./I.S. 192.

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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% →)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	2	1	3	1	3	2	2	2					17
Total	1	2	1	3	1	3	2	2	2	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	193	Newcomers (ELLs receiving service 0-3 years)	133	Special Education	51
SIFE		ELLs receiving service 4-6 years	50	Long-Term (completed 6 years)	10

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	133		20	50		23	10		8	193
Total	133	0	20	50	0	23	10	0	8	193

Number of ELLs in a TBE program who are in alternate placement: 15

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

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
TOTAL	0													

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	14	18	10	13	11	9	10	6	7					98
Chinese				1	1		4	1						7

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
Russian	4	6	2	1	1	1	4		3					22
Bengali	1	1		1	1	1	2	1	1					9
Urdu		2	1	3	3	1	1		1					12
Arabic			1			2	2	2	1					8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1				1	1	1					4
Albanian														0
Other	4	2	3	6	3	3	5	5	2					33
TOTAL	23	29	18	25	20	17	29	16	16	0	0	0	0	193

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 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. We currently have five certified ESL teachers at P.S./I.S. 192: Hannah Rosenrauch (Coordinator), Leslie Villatoro, Alison Duff, Brooke Mackin, and Antela Muja. Due to the overwhelming response by parents on the parental survey selection, we have implemented a freestanding ESL program which incorporates the push-in/pull-out model of instruction.

Through the push-in model, the ESL teacher works with ELLs during content instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support while retaining content instructional time. When pushing into the classroom, ELLs participate in the minilesson with the rest of the class. The ESL teacher then pulls a small group of students aside to work on skills needing further reinforcement and clarification. Throughout the course of the lesson the ESL teacher rotates among ELLs at

A. Programming and Scheduling Information

different language levels, providing assistance for their specific needs. As noted in the chart above, we provide a total of seventeen push-in sessions for grades K-8.

Through the pull-out model, students are brought together from various classes for English acquisition focused instruction based on literacy and content topics. This allows us to engage ELLs through linguistically relevant literature and teach rigorously in the different content areas. We have two pull-out sessions for Kindergarten, one session for grades 2-3, one for grade 4, one for grades 4-6, one for grade 6, and three for grades 7-8, for a total of nine pull-out sessions provided by four ESL teachers.

Overall, classes in our school are heterogeneously grouped on each grade level; as such, when we push-in to a classroom, the ESL population is also heterogeneously grouped. When pulling students out to receive ESL services, the groups are formed homogeneously based on proficiency level (Beginner and Intermediate groupings and Advanced groupings). In the upper grades, ESL students from consecutive grades are also mixed to form pull-out groups.

2. The cognitive and linguistic skills of students in grades K-8 at the beginning and intermediate levels of English proficiency are developed by receiving 360 minutes of ESL instruction per week. Students at the advanced level receive 180 minutes of ESL instruction per week.

3. At P.S./I.S. 192 our freestanding ESL program's goals are as follows:

- Provide academic content area instruction in English
 - Use ESL methodology and instructional strategies
 - Use native language support to make content comprehensible
- Incorporate ESL strategic instruction
- Assist students to achieve the state designated level of English proficiency for their grade according to the NYSESLAT
- Help ELLs meet or exceed New York City academic expectations and the Common Core State Standards

Second language acquisition research highlights the crucial role of reading and the importance of using language in meaningful and authentic exchanges, for language growth to occur. Through authentic discourse and negotiations, at levels where language is comprehensible yet challenging, ELLs acquire not only effective language structures and pragmatics, but also the language needed for academic success. Students create meaning as they engage in language rich practices both in personal interactions (BICS) and through texts (CALP). Explicit language teaching is used often through "mini-lessons" which supports the standards and serves authentic and academic tasks.

Through the push-in model, we work collaboratively with the classroom teachers to address the various needs of the ELLs. To differentiate instruction, the ESL teacher brings in various materials to incorporate into the lesson (e.g. picture cards, big books, graphic organizers). Classrooms have extensive libraries that are leveled for appropriate and appealing book choices for our ELLs, including bilingual dictionaries. Native language picture books in various genres are also available in ESL classrooms.

Through the pull-out model, we teach ESL concepts and strategies through literature and content area topics. We emphasize vocabulary development with support from picture cards and authentic literary contexts. We also address phonics needs through Words Their Way word study. Based on the Teachers College Reading and Writing project, ELLs also develop their writing through various genres. Instruction is differentiated based on their needs and abilities, with more scaffolding for our Beginner and Intermediate students as needed.

Additionally, scaffolding strategies will continue to be used for our ELLs' academic development. Language and content area lessons implement the six forms of instructional scaffolding techniques: Modeling, Bridging, Contextualization, Schema Building, Text Re-Presentation, and Metacognition in order to support and amplify English language acquisition competence in ELLs. A TPR (Total Physical Response) approach is further implemented to help our newly arrived immigrants develop receptive language. They are also encouraged to use bilingual dictionaries to help them improve their vocabulary acquisition. Newcomers who are literate in their native language (L1) are encouraged to respond in that language until they acquire sufficient written English language skills. In addition, ELL instruction will continue to be aligned with the citywide instructional expectations and the Common Core State Standards to enhance the rigor level of content learned, with an emphasis in math and ELA. The ESL teacher will support the classroom teacher to engage all ELLs in rigorous tasks, embedded in well-crafted instructional units.

4. Upon enrollment students' Home Language Surveys indicate the dominant language spoken at home. After the English LAB-R is administered and a student is identified as an ELL, students who are also identified as Spanish speakers have the Spanish LAB administered within the first ten days of enrollment. This shows whether they are more dominant in their L1 or English.

A. Programming and Scheduling Information

At P.S./I.S. 192 a wide array of languages are spoken by our students. Newcomers are offered books in their native language from the ESL bilingual library, allowing us to evaluate their L1 capabilities based on observation and with the assistance of bilingual paraprofessionals. We have literature available in Spanish, Urdu, Arabic, Bengali, Polish, and Russian. Additionally, students are given the opportunity to use bilingual dictionaries and write in their L1 until they demonstrate the capability to understand and express themselves in English. We then utilize bilingual staff to help us evaluate their writing in their native language. Studies show that students who excel in their L1 will have positive language transfer to their L2.

At present P.S./I.S. 192 offers only free-standing ESL programming, so as a result our focus is to develop their language abilities only in English. While we encourage students to continue to develop and utilize their L1, we do not formally include their L1 in instruction or make formal assessments in their native language.

5a. Currently, there are no SIFE students in the building. Were there to be any in the future, we would bring this matter to the attention of the classroom teacher so that the teacher can plan effectively for the student's success. We would also involve our Academic Intervention Services (AIS) personnel by offering small group literacy instruction to these students. Our school guidance counselor and psychologist would be available for support in order to help these students make an easier transition to our school. Additionally, we would stress the need for SIFE students to attend after-school sessions as well as summer school. Furthermore, we would provide any future SIFE students with tutorial services during Extended Day to help them meet the rigorous academic standards.

5b. Our school has seen a steady influx of new immigrants (less than 1 year) over the past few years. Last school year (2010-2011) this number was exceptionally high. According to current research, it takes approximately 3-5 years for second language learners to acquire Basic Interpersonal Communication Skills (BICS) and 7-10 years to acquire Cognitive Academic Language Proficiency (CALP). During the 37 ½ minutes of extended time and during ESL instructional time, ESL teachers work with these students to strengthen their English language skills. Since newcomers are at the beginning level of English language acquisition we stress activation of prior knowledge, phonemic awareness, TPR, repetition, retelling, big books, songs, chants, poetry and vocabulary building skills. Students who are literate in their L1 are encouraged to respond in their native language until they acquire sufficient written English language skills. We also plan to offer an after-school program for our new immigrants. Research has also shown that newcomer programs help to support the adjustment of immigrant students to the language and schooling of their new country. Additionally, during after school programs we hope to utilize the Imagine Learning technology based program, which is a fully interactive, step-by-step language acquisition program that assesses students' current language abilities and provides activities that address areas of needed development.

As per NCLB (No Child Left Behind), newcomers who enter a public school in the United States are required to take the Math and content area exams. Additionally, all ELLs are required to take the ELA Exam after one full year of enrollment. In order to help these students meet the new mandates and expectations of the Common Core State Standards, ESL teachers incorporate content area topics during ESL instruction. Specifically in regard to math, we provide vocabulary and comprehension assistance to our ELLs when pushing into the classrooms in alignment with the Everyday Mathematics curriculum. P.S./I.S. 192 plans to offer after-school test prep for all content area exams. When available, newcomers are given the option to take formal assessments in native language versions. In preparation for the NYSESLAT, ESL teachers plan to use Attanasio and Associates test prep resources during an after school program.

5c. We currently have 50 ELLs who have received four to six years of ESL services; 23 of these students are also identified as having special needs. The ESL staff works collaboratively with the classroom and content area teachers to differentiate instruction. This allows

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% directions, story elements and key vocabulary, collecting and interpreting data from unfamiliar texts, making inferences, making predictions, asking questions, using schema, evaluating information, ideas and opinions in texts, determining meaning of unfamiliar words through context clues. Identifying information that is implied rather than stated, and using specific evidence from stories to describe characters, actions, and sequence.	
75%	
50%	
25%	
Native Language Usage/Support	Dual Language
100% numbers, multiplication facts, geometry, adding and subtracting fractions, reading and interpreting graphs, making change using money, problem solving, and analyzing patterns. In order to help the ELLs be on standard in these areas, the ESL teacher will incorporate math literature, manipulatives, vocabulary, math games.	
75%	
50%	
25%	
ELLs, especially newcomers, because they require	
Native Language Usage/Support	Freestanding ESL
100%	
75%	
50%	

A. Programming and Scheduling Information

Therefore, we will work with students to decode word problems and identify important information with an emphasis on vocabulary.

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. As a way of providing targeted intervention for ELLs in the content areas ESL teachers provide classroom teachers with collaborative planning sheets on a weekly basis to ensure that we apply ESL strategies to content instruction, making information more accessible for our students. Within content area instruction, such as math, ELA, science, and social studies, a heavy emphasis is put on vocabulary and comprehension drawn from authentic literature contexts. This way our ELLs receive rigorous instruction in content areas, enabling them to meet academic Common Core standards. After reviewing the NYSESLAT, we targeted our Advanced ELLs who are close to achieving proficiency so that they are more likely to exit the ESL program. We also focus our work with newcomer ELLs because they need significant support in all four language modalities in order to catch up with their peers. Of course, we strive to provide meaningful language and academic support to students at all levels.

Specifically for ELA intervention, the AIS teachers push into classrooms and collaborate with classroom teachers to meet the needs of ELLs. At times they also pull students out to work in small groups. They use the Soar to Success Reading Program which provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies. Additionally, they use the following programs to further support students: Quick Read, QAR for Test Wise, and Great Leaps. The IEP teacher also supports these students' ELA needs. They use the SONDAY Program, Foundations Phonics Program, and Wilson Reading Programs, which are multi-sensory reading, writing, and spelling programs that use explicit systematic instruction. The Special Education Teacher Support Service (SETSS) also works with our ELLs through small group instruction within the classrooms.

Specifically for Math intervention, teachers provide vocabulary reinforcement, modeling and repetition, connect math problems to everyday life examples, and post visual charts breaking down math processes into steps. They also utilize the "sketch and plug" strategy for word problems to help students visualize the literary context of the math problem. Teachers also help students become aware of synonymous phrases used for mathematical terms (e.g. addition = add, plus, both, in all, sum, total). Below is a list of other strategies our teachers utilize:

Strategies

- Encourage the use of manipulatives and model how to use them.
- Model alternative ways to solve the problem. Model more than once.
- Use highlighters to identify key words to solve the problems.
- Use simpler problems of the same concept when modeling.
- Allow extra time and reduce the length of the assignment.
- Pair ELLs with another student to review answers.
- Have students prepare flashcards in English & their native language to use as a reference to help with math vocabulary.
- Use reading comprehension strategies that will help when dealing with word problems.
- Review prior concepts repeatedly. Repetition is essential for ELLs.
- Monitor your speech. Keep your language simple, use gestures and eye contact. Don't use idioms.
- Provide students a list of key vocabulary in a lesson.
- Allow the use of a bilingual dictionary.
- Have students create a picture dictionary to use as a reference.

Specifically for Science intervention, the science teachers collaborate with ESL teachers to create special graphic organizers to scaffold instruction in a way that is relevant for our ELLs, particularly newcomers. They provide explicit vocabulary instruction that provides visual supports. They also acquire and utilize content texts that are appropriate to our students' language levels (English Explorers Sets by Benchmark Education Company). Certain assignments and assessments are modified in such a way that ELLs can access the content and

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.
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Specifically for Social Studies intervention, teachers incorporate ESL strategies into instruction to make content more accessible to ELLs. Some strategies include activating prior knowledge and not assuming that students already have a historical/cultural point of

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

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)?

n/a

Science:	English only			
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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.

1. We will continue to offer in-house staff development on how to utilize ESL strategies to our general and special education teachers and paraprofessionals during non-attendance days. We also encourage our guidance counselors, psychologists, speech therapists, occupational/physical therapists, parent coordinator, and secretaries to attend. Professional development sessions will entail demonstration lessons tailored to an ELL population, ESL methodologies in the content area and differentiated instruction. Lessons will consist of the unique needs of ELLs as they simultaneously acquire language and literacy skills in the four modalities: listening, speaking, reading, and writing.

We plan to offer the following sessions and/or resources to school staff:

- Fall - How to welcome and incorporate newcomers (Handout - "What to Do When English Language Learners Join Your Classroom")
- Winter - Building Vocabulary for enhanced reading and writing
- Spring - Break down of NYSESLAT and student needs

Additionally, all meetings and professional development sessions that are attended by our ESL teachers will be turn-keyed to the rest of the ESL teaching team and then to the teachers with whom they work. The Department of Education provides a menu of workshops offered by the Office of English Language Learners (OELL). These workshops focus on effective instructional strategies integrating language learning across the curriculum. We also encourage teachers working with ELLs to research and attend professional development sessions focusing on ELLs that are specific to their needs and concerns.

Facilitators from Teachers College provide in-house professional development for all grades and ESL staff members. They demonstrate various strategies within the units of reading and writing. Debriefing sessions are held before and after lessons that they model in lab-site classrooms. Some sessions are focused directly on how to support ESL students within literacy development. Teachers also have the opportunity to attend workshops held at Teachers College to strengthen their understanding and implementation of the units of study in reading and writing.

2. We collaborate with teachers to help them become aware of students' backgrounds as they transition from one grade to the next. We ensure that students are comfortable in the new setting, for example providing at least one other student in their class who speaks the same native language. We also communicate with the school counselor about concerning issues. When 8th graders go through the process of applying for high school, our guidance counselors meet with students one-on-one to help them determine their best options. In June these students are also encouraged to attend high school orientations. When necessary, particularly for newcomers, interpreters are made available to help them understand their options.

3. As per Jose P. newly appointed teachers receive the mandated 7.5 hours of ELL training through various external or in-house sources. These records are monitored and kept on file as part of the responsibilities of the principal and assistant principals.

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?

1. In order to encourage parental involvement, we invite parents to attend formal and informal events. The ESL team offers workshops to help parents know how to better support their children academically. For example, last year we led a workshop that empowered parents to read aloud with their students in ways that are academically constructive. We plan to lead similar sessions during the fall, winter and spring separated according to the lower grades (K-4) and upper grades (5-8). We intend to offer the following workshops.

- Fall - Learning New Vocabulary through Literature
- Winter - Writing Based on Nonfiction Resources
- Spring - NYSESLAT Overview and Preparation

Our school sends all official school correspondence in both English and Spanish, and other languages as needed. We provide translation services during Parent-Teacher conferences by utilizing our Parent Coordinator and bilingual staff members. Throughout the school year, they host family night events such as arts and crafts, pajama night, and chorus and band assemblies to encourage fellowship and collaboration between our parents and school staff.

Our Parent Coordinator, in conjunction with our Family Worker, offers a variety of events for parent involvement.

- Adult ESL Classes (offered every Tuesday)
- Book of the Month readings (First Wednesday of the month)
- Lending Library (Tuesdays and Wednesdays)
- Seasonal Arts and Crafts Activities (Wednesdays)
- Educational Workshops (Wednesdays): information about discipline, behavior, health, nutrition, etc.

Our parents are involved and consulted at multiple levels, primarily through the PTA and its functions, publishing parties, open school week, general assemblies and concerts, multicultural food festivals, book fairs, fund raising activities and the School Leadership Team.

2. Based on our understanding of parent needs, our school has provided various venues of support for our students' parents such as Learning Leaders (which empowers parents to become volunteers in the school by providing training and certification), UFT Educational Workshops (how to help students with literacy, math, summer reading, and test prep) Fire Department info-sessions (for safety strategies and awareness), Brooklyn Public Library (reading workshops), and the Housing Department (discussing tenants' rights). Workshops are provided primarily in English, but with the assistance of in-house interpreters as needed for languages including Spanish, Russian, Polish, Urdu, Bengali, and Chinese.

3. We evaluate parents' needs based on communication with the parent coordinator, conversations with our students, and through meeting with the parents at school meetings or programs. The parent coordinator works to facilitate workshops that keep parents informed of and involved in their child's education. She is available to receive and process any and all questions that the parents may have about their child's education, community issues, and home needs (for example, how to deal with bed bugs). Workshops are designed in response to parent inquiries.

We evaluate the languages spoken by all of our students' families by referring to the Report of Home Language (RHLA - ATS Report) that breaks down by grade the number of students who speak each language represented in our student body. The Report of Home Language is based on the Home Language Identification Surveys that are completed at the time of student enrollment. This survey along with an informal interview, with the assistance of interpreters as needed, help us determine the language(s) spoken at home. It also includes a question asking in which language parents prefer correspondence to be sent home.

Parent-teacher conferences also provide us with time to consult with the parents about student needs and their needs in general. Prior to these parent teacher conferences, a letter is sent home allowing the parents to indicate whether or not they will need a translator and in what language. We find that many of our parents are not proficient in English, so translation is necessary when communicating. The majority of our translators are in-house bilingual staff members.

4. Because many of our parents are not fluent in English, many workshops and events are held that help parents develop their English proficiency. English language classes for adults are offered every Tuesday. The sessions are broken into two groups based on ability levels. Additionally, parents are provided with tools and strategies to support and challenge their children even when/if they do not speak the same language as the course work. Please refer to the list of other opportunities available to parents of ELLs listed in question 1 of this section.

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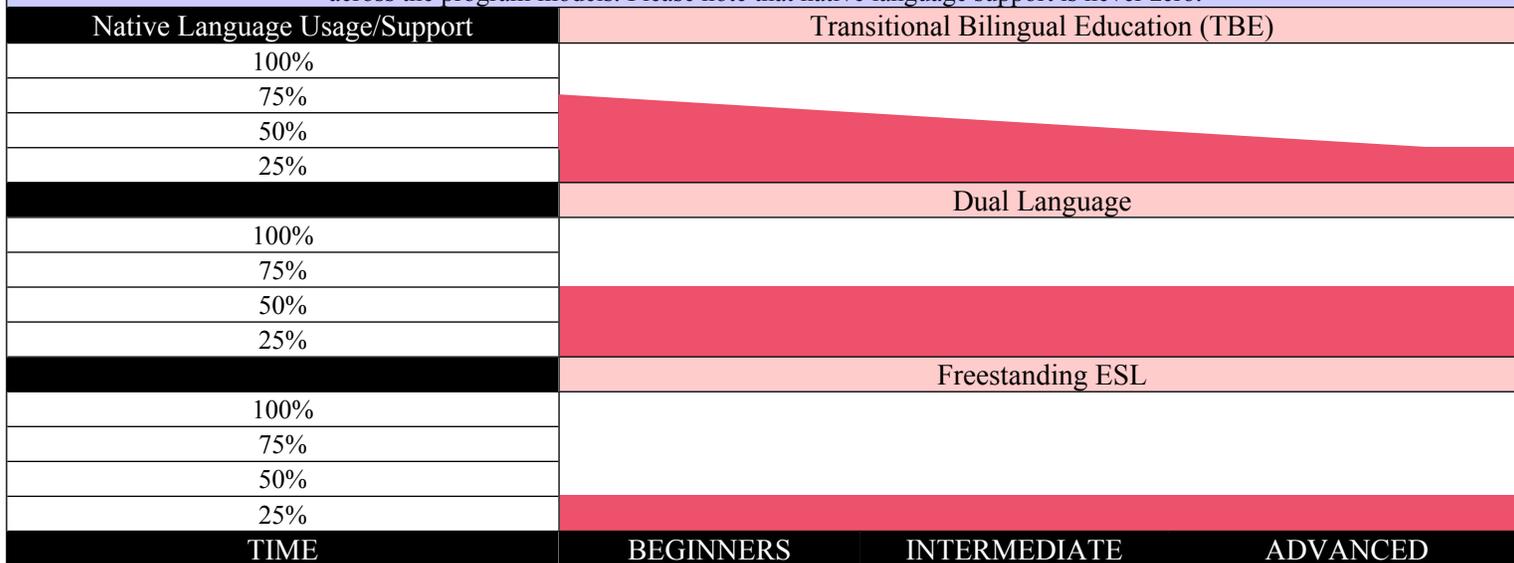
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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

B. Programming and Scheduling Information--Continued

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

8. As a way of providing targeted intervention for ELLs in the content areas ESL teachers provide classroom teachers with collaborative planning sheets on a weekly basis to ensure that we apply ESL strategies to content instruction, making information more accessible for our students. Within content area instruction, such as math, ELA, science, and social studies, a heavy emphasis is put on vocabulary and comprehension drawn from authentic literature contexts. This way our ELLs receive rigorous instruction in content areas, enabling them to meet academic Common Core standards. After reviewing the NYSESLAT, we targeted our Advanced ELLs who are close to achieving proficiency so that they are more likely to exit the ESL program. We also focus our work with newcomer ELLs because they need significant support in all four language modalities in order to catch up with their peers. Of course, we strive to provide meaningful

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Specifically for ELA intervention, the AIS teachers push into classrooms and collaborate with classroom teachers to meet the needs of ELLs. At times they also pull students out to work in small groups. They use the Soar to Success Reading Program which provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies. Additionally, they use the following programs to further support students: Quick Read, QAR for Test Wise, and Great Leaps. The IEP teacher also supports these students' ELA needs. They use the SONDAY Program, Foundations Phonics Program, and Wilson Reading Programs, which are multi-sensory reading, writing, and spelling programs that use explicit systematic instruction. The Special Education Teacher Support Service (SETSS) also works with our ELLs through small group instruction within the classrooms.

Specifically for Math intervention, teachers provide vocabulary reinforcement, modeling and repetition, connect math problems to everyday life examples, and post visual charts breaking down math processes into steps. They also utilize the "sketch and plug" strategy for word problems to help students visualize the literary context of the math problem. Teachers also help students become aware of synonymous phrases used for mathematical terms (e.g. addition = add, plus, both, in all, sum, total). Below is a list of other strategies our teachers utilize:

Strategies

- Encourage the use of manipulatives and model how to use them.
- Model alternative ways to solve the problem. Model more than once.
- Use highlighters to identify key words to solve the problems.
- Use simpler problems of the same concept when modeling.
- Allow extra time and reduce the length of the assignment.
- Pair ELLs with another student to review answers.
- Have students prepare flashcards in English & their native language to use as a reference to help with math vocabulary.
- Use reading comprehension strategies that will help when dealing with word problems.
- Review prior concepts repeatedly. Repetition is essential for ELLs.
- Monitor your speech. Keep your language simple, use gestures and eye contact. Don't use idioms.
- Provide students a list of key vocabulary in a lesson.
- Allow the use of a bilingual dictionary.
- Have students create a picture dictionary to use as a reference.

Specifically for Science intervention, the science teachers collaborate with ESL teachers to create special graphic organizers to scaffold instruction in a way that is relevant for our ELLs, particularly newcomers. They provide explicit vocabulary instruction that provides visual supports. They also acquire and utilize content texts that are appropriate to our students' language levels (English Explorers Sets by Benchmark Education Company). Certain assignments and assessments are modified in such a way that ELLs can access the content and perform in a meaningful and comprehensible way.

Specifically for Social Studies intervention, teachers incorporate ESL strategies into instruction to make content more accessible to

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Specifically for Social Studies intervention, teachers incorporate ESL strategies into instruction to make content more accessible to ELLs. Some strategies include activating prior knowledge and not assuming that students already have a historical/cultural point of

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.

n/a

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)?

n/a

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.

1. We will continue to offer in-house staff development on how to utilize ESL strategies to our general and special education teachers and paraprofessionals during non-attendance days. We also encourage our guidance counselors, psychologists, speech therapists, occupational/physical therapists, parent coordinator, and secretaries to attend. Professional development sessions will entail demonstration lessons tailored to an ELL population, ESL methodologies in the content area and differentiated instruction. Lessons will consist of the unique needs of ELLs as they simultaneously acquire language and literacy skills in the four modalities: listening, speaking, reading, and writing.

We plan to offer the following sessions and/or resources to school staff:

- Fall - How to welcome and incorporate newcomers (Handout - "What to Do When English Language Learners Join Your Classroom")
- Winter - Building Vocabulary for enhanced reading and writing
- Spring - Break down of NYSESLAT and student needs

Additionally, all meetings and professional development sessions that are attended by our ESL teachers will be turn-keyed to the rest of the ESL teaching team and then to the teachers with whom they work. The Department of Education provides a menu of workshops offered by the Office of English Language Learners (OELL). These workshops focus on effective instructional strategies integrating language learning across the curriculum. We also encourage teachers working with ELLs to research and attend professional development sessions focusing on ELLs that are specific to their needs and concerns.

Facilitators from Teachers College provide in-house professional development for all grades and ESL staff members. They demonstrate various strategies within the units of reading and writing. Debriefing sessions are held before and after lessons that they model in lab-site classrooms. Some sessions are focused directly on how to support ESL students within literacy development. Teachers also have the opportunity to attend workshops held at Teachers College to strengthen their understanding and implementation of the units of study in reading and writing.

2. We collaborate with teachers to help them become aware of students' backgrounds as they transition from one grade to the next. We ensure that students are comfortable in the new setting, for example providing at least one other student in their class who speaks the same native language. We also communicate with the school counselor about concerning issues. When 8th graders go through the process of applying for high school, our guidance counselors meet with students one-on-one to help them determine their best options. In June these students are also encouraged to attend high school orientations. When necessary, particularly for newcomers, interpreters are made

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3. As per Jose P. newly appointed teachers receive the mandated 7.5 hours of ELL training through various external or in-house sources. These records are monitored and kept on file as part of the responsibilities of the principal and assistant principals.

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?

1. In order to encourage parental involvement, we invite parents to attend formal and informal events. The ESL team offers workshops to help parents know how to better support their children academically. For example, last year we led a workshop that empowered parents to read aloud with their students in ways that are academically constructive. We plan to lead similar sessions during the fall, winter and spring separated according to the lower grades (K-4) and upper grades (5-8). We intend to offer the following workshops.

- Fall - Learning New Vocabulary through Literature
- Winter - Writing Based on Nonfiction Resources
- Spring - NYSESLAT Overview and Preparation

Our school sends all official school correspondence in both English and Spanish, and other languages as needed. We provide translation services during Parent-Teacher conferences by utilizing our Parent Coordinator and bilingual staff members. Throughout the school year, they host family night events such as arts and crafts, pajama night, and chorus and band assemblies to encourage fellowship and collaboration between our parents and school staff.

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Our Parent Coordinator, in conjunction with our Family Worker, offers a variety of events for parent involvement.

- Adult ESL Classes (offered every Tuesday)
- Book of the Month readings (First Wednesday of the month)
- Lending Library (Tuesdays and Wednesdays)
- Seasonal Arts and Crafts Activities (Wednesdays)
- Educational Workshops (Wednesdays): information about discipline, behavior, health, nutrition, etc.

Our parents are involved and consulted at multiple levels, primarily through the PTA and its functions, publishing parties, open school week, general assemblies and concerts, multicultural food festivals, book fairs, fund raising activities and the School Leadership Team.

2. Based on our understanding of parent needs, our school has provided various venues of support for our students' parents such as Learning Leaders (which empowers parents to become volunteers in the school by providing training and certification), UFT Educational Workshops (how to help students with literacy, math, summer reading, and test prep) Fire Department info-sessions (for safety strategies and awareness), Brooklyn Public Library (reading workshops), and the Housing Department (discussing tenants' rights). Workshops are provided primarily in English, but with the assistance of in-house interpreters as needed for languages including Spanish, Russian, Polish, Urdu, Bengali, and Chinese.

3. We evaluate parents' needs based on communication with the parent coordinator, conversations with our students, and through meeting with the parents at school meetings or programs. The parent coordinator works to facilitate workshops that keep parents informed of and involved in their child's education. She is available to receive and process any and all questions that the parents may have about their child's education, community issues, and home needs (for example, how to deal with bed bugs). Workshops are designed in response to parent inquiries.

We evaluate the languages spoken by all of our students' families by referring to the Report of Home Language (RHLA - ATS Report) that breaks down by grade the number of students who speak each language represented in our student body. The Report of Home Language is based on the Home Language Identification Surveys that are completed at the time of student enrollment. This survey along with an informal interview, with the assistance of interpreters as needed, help us determine the language(s) spoken at home. It also includes a question asking in which language parents prefer correspondence to be sent home.

Parent-teacher conferences also provide us with time to consult with the parents about student needs and their needs in general. Prior to these parent teacher conferences, a letter is sent home allowing the parents to indicate whether or not they will need a translator and in what language. We find that many of our parents are not proficient in English, so translation is necessary when communicating. The majority of our translators are in-house bilingual staff members.

4. Because many of our parents are not fluent in English, many workshops and events are held that help parents develop their English proficiency. English language classes for adults are offered every Tuesday. The sessions are broken into two groups based on ability levels. Additionally, parents are provided with tools and strategies to support and challenge their children even when/if they do not speak the same language as the course work. Please refer to the list of other opportunities available to parents of ELLs listed in question 1 of this section.

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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)	14	13	3	4	4	5	11	2	3					59
Intermediate(I)	0	10	9	9	2	7	6	9	5					57
Advanced (A)	8	5	6	11	14	5	13	5	8					75
Total	22	28	18	24	20	17	30	16	16	0	0	0	0	191

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	0	1	0	0	3	1	0				
	I		4	0	0	2	0	4	2	3				
	A		19	7	5	8	8	18	9	14				
	P		4	16	17	13	8	5	7	5				
READING/ WRITING	B		12	2	3	3	1	9	2	5				
	I		11	7	8	2	8	6	7	7				
	A		4	5	12	12	4	8	6	7				
	P		0	9	0	6	3	7	4	3				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	10	3	0	17
4	7	3	0	0	10
5	12	7	0	0	19
6	7	5	0	0	12
7	4	7	0	0	11
8	13	15	0	0	28
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		8		5		0		17
4	1		6	2	2		0		11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4	1	11	6	1		0		23
6	5	1	3		4	2	0	1	16
7	2	3	5		2	2	0		14
8	6	1	16	1	5		1		30
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		7		3			1	13
8	6		10	1	7	1			25
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 Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. At P.S./I.S. 192, we use a variety of assessments to evaluate our students' literacy progress and achievement. Once each quarter, TCRWP assessments are conducted. TCRWP Assessments provide a profile of our ELL students' strengths and weaknesses in literacy. This assessment consists of a differentiated spelling inventory (primary, elementary and intermediate) that correlates to students' reading levels. Running records are also administered which measure students' ability to decode and comprehend text based on literal and inferential information. Running records are administered more frequently based on when teachers identify that students are ready to progress to higher reading levels. Observations are recorded for students' understanding of concepts of print and book handling in the lower grades. Teachers differentiate instruction based on the results of the assessments. Strengths and weaknesses are noted and flexible groups are formed for small group instruction.

Students' writing abilities are assessed using a Diagnostic Writing Assessment (DWA). This tool assesses the students' writing in the areas of focus, organization and craft in the narrative genre. This year the DWA will also be expanded to incorporate nonfiction writing. Individualized instruction and small groups are formed based on the analysis of the students' writing.

The ESL teachers also utilize these results to scaffold our instruction to meet student groups' specific needs. During Inquiry Meetings, we discuss the assessment results from classroom teachers, to drive instruction for ELLs.

As of now, considering that it is still early in the school year, literacy assessments are in process and have not yet concluded. The results of these assessments are updated multiple times throughout the school year to drive instruction.

2. When reviewing the NYSESLAT scores for 2011 we noted a steady increase of students reaching proficiency on the NYSESLAT (25 students from grades K-8). We also noticed a steady movement across levels for the vast majority of our ELLs. Across the grades, we found that most of our ELLs scored at the intermediate (34%) or advanced (39%) levels of proficiency, with 27% of students scoring at the Beginner level. The chart below shows overall movement from the Spring 2010 NYSESLAT to the Spring 2011 NYSESLAT. Overall most students either move up levels (41%), in some cases two levels, or they stay the same level (52%). In grades where students moved up a testing band (ex. from the K-1 band to the 2-4 band), we notice that some regression takes place. Therefore, we will strive to challenge students who show no movement from one level to the next to continue to progress up to higher levels of proficiency. We will also provide more support for students as they move up to higher, more challenging, testing bands.

NYSESLAT SCORES - MOVEMENT from 2010 to 2011

Current Grade	Testing Band of 2010-2011	Positive Growth	Same Level	Regression	Explanation*
2	K-1	74%	26%	0%	Significant positive movement from 2010 to 2011.
3	2-4	24%	62%	14%	Some regression likely due to students moving up a testing band.
4	2-4	55%	45%	0%	Significant no. of stu. either moved up or stayed the same level.
5	2-4	29%	71%	0%	Most students stayed on the same level.

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.

n/a

Part VI: LAP Assurances

School Name: P.S./I.S. 192

School DBN: 20K192

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Liset Isaac	Principal		
A. Muscarelle, L. Pagliaro	Assistant Principal		
Yolanda Fiorello	Parent Coordinator		
H. Rosenrauch/B. Mackin	ESL Teacher		
Ingrid Rojas	Parent		
Valerie Carroll (Gr. 2)	Teacher/Subject Area		
Dawn Roman (Gr. 6)	Teacher/Subject Area		
Pam Mullin	Coach		
n/a	Coach		
Ethel Caufold	Guidance Counselor		
Neal Opramalla	Network Leader		
Janine Kraljev	Other <u>Rel. Service Prov.</u>		
Lynn Arola	Other <u>Sp. Ed.</u>		
Angela Viguera	Other <u>Spanish Teacher</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K192** School Name: **P.S./I.S. 192**

Cluster: **4** Network: **20**

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.

At P.S./I.S. 192 the data and methodologies that we use to assess our school's written translation and oral interpretation needs are facilitated by our Parent Coordinator, ESL staff, bilingual staff, and classroom teachers. To ensure that all parents are provided with appropriate and timely information in a comprehensible language, we evaluate the languages spoken by all of our students' families by referring to the Report of Home Language (RHLA - ATS Report) that breaks down by grade the number of students who speak each language represented in our student body. The Report of Home Language is based on the Home Language Identification Surveys that are completed at the time of student enrollment. This survey along with an informal interview, with the assistance of interpreters as needed, help us determine the language(s) spoken at home. It also includes a question asking in which language parents prefer correspondence to be sent home. Additionally, we provide an opportunity for our parents to request an interpreter prior to scheduled parent-teacher conferences and other individualized meetings.

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.

Out of 644 total students from Pre-K to Grade 8, 166 students' families are English dominant, while 253 are Spanish dominant. A good portion of families also speak Urdu (37), Uzbek (27), Arabic, Bengali, and Russian. This information is documented in the Comprehensive Educational Plan (CEP). Bulletin Boards near the entrance of the school and by the main office provide information about the opportunities for translation that are available. All written communication sent home is written in both English and Spanish and is accompanied by a multi-lingual stamp informing parents that translation is available at the school upon request.

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.

The written translation services at P.S./I.S. 192 include a variety of opportunities for parents to receive communication in their native language. The NYC DOE school handbook, student report cards, and discipline codes are available in several translations. Our Parent Coordinator is fluent in Spanish and has made herself available for communication with ELLs' parents. We attempt to have her translate all school correspondence into Spanish for our Spanish speaking parents, such as school permission slips for trips, monthly calendars, parent involvement letters, etc. For parents speaking other languages, school correspondence includes a translated message in various languages directing them to contact the school for specific translation as needed. We use bilingual staff members, alternate placement paraprofessionals, the Parent Coordinator, and the family worker to create written translations when the Translation and Interpretation Unit does not make such materials available. Additionally, we provide an opportunity for our parents to request an interpreter prior to scheduled parent-teacher conferences. All teachers have on hand a list of the languages spoken at home of their students. We have posted notification on the parent involvement bulletin board of available documents and translation services that the New York City DOE Translation Unit and school provides.

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.

Our bilingual staff members and Family Worker also serve as oral interpreters during new student registration, parent open school week, parent curriculum meetings, parent teacher conferences, and ESL orientation for newcomers. Additionally, over-the-phone interpretation services are available to all DOE personnel who come into contact with limited English proficient parents. This service offers the opportunity to communicate with the assistance of an interpreter on the phone. The school's Family Worker also provides ESL classes for adults. Below is a list of our bilingual staff members who are available during various parent meetings.

Spanish:

L. Villatoro

I. Morales

M. Ante

Z. Illerio

E. Valentine

D. Calabrese

N. Holub
V. Vivanco
S. Ocampo
A. Viguera
L. Isaac
Y. Fioriello

Russian:
S. Zapasner
Y. Tkachenko

Polish:
A. Orfin

Urdu:
P. Mahmood
P. Akter
S. Ahmed

Bengali:
S. Ahmed
J. Islam

Chinese (Mandarin):
T. Mak

Cantonese:
P. Ip

Punjabi:
N. Choudry

Albanian:
E. Muja

Hebrew:
H. Rosenrauch

If we are in need of an interpreter for language that is not represented within our staff, we will contact neighboring schools to find a suitable

interpreter.

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>.

For all programs, services, and information critical to students' education as per Section VII of Chancellor's Regulations A-663, we will continue to use the written translation services of covered languages provided by the Department of Education, the Parent Coordinator, and other in-house school staff to provide timely translation. For example, all entitlement letters for ELLs' parents are sent out in their respective native languages. The Guide for Parents of English Language Learners utilized during orientation is also provided in parents' native languages.

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./I.S. 192	DBN: 20K192
Cluster Leader: Christopher Groll	Network Leader: Neal Opramalla
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 3
of content area teachers: 4

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:

During the 2011-2012 school year we plan to provide two afterschool program sessions: one session for newcomers with limited English abilities and one session for students nearing proficiency on the NYSESLAT. After school programs will be available for students in grades 1-8, for both students in general education classes and students with disabilities (SWDs).

The rationale for working with newcomers is to provide a strong foundation in English language acquisition so that they can begin to understand and access content and personal interactions. While we will continue to develop their Basic Interpersonal Communication Skills (BICS) we will introduce new vocabulary necessary for Cognitive Academic Language Proficiency (CALP). This is important because some students (those enrolled more than one year) are required to take the state ELA exam. Based on our NYSESLAT data from spring 2011 and the fall 2011 LAB-R, we hope to push these beginner students to move up language levels on the NYSESLAT in spring 2012.

The rationale for working with students nearing proficiency on the NYSESLAT (intermediate and advanced ELLs) is to push them to move up performance levels on both the NYSESLAT and ELA exam. Based on the NYSESLAT scores, a significant number of students have remained at the Advanced level. Additionally, most of these students received a 2 on their ELA exam. Therefore, we hope to push them to achieve at higher levels and exit the ESL program by receiving a proficient mark on the NYSESLAT. This will help them achieve in accordance with the rigorous expectations of the Common Core State Standards.

We plan to offer the first after school session for newcomers in the winter, tentatively starting December 6 and running until January 12 for a total of 20 hours. The afterschool program will be held on Tuesdays and Thursdays from 3:05-5:05. Three certified ESL teachers will lead the sessions, for grades 1-3, 4-6, and 7-8. All afterschool instruction will be provided in English.

We plan for the second afterschool session for intermediate and advanced ELLs to start approximately February 14 and run through May 3 for a total of 34 hours. Again, the program will be held on Tuesdays and Thursdays from 3:05-5:05. Three certified ESL teachers in conjunction with four classroom teachers will provide instruction for the program. One ESL teacher will lead a traditional program for first graders. The other two ESL teachers will collaborate with two classroom teachers each (four classroom teachers total) to provide enhanced literacy instruction, simultaneously preparing them for the NYSESLAT and the ELA exams. With this model, these two ESL teachers will rotate between two groups each (one for Gr. 2 and 3-4, and one for then 5-6 and 7-8). The ESL teachers will be present for one hour with each group each day. A total of seven teachers will be working this afterschool session.

We intend to renew 20 licenses for our Imagine Learning program. Imagine Learning is a technology based language acquisition program that preassesses students' language abilities, provides educational activities specific to their needs, and evaluates growth and mastery. It automatically assesses performance and adapts instruction. This program is already installed on ESL laptops and throughout the building. We will also need other general classroom supplies including high-interest grade-appropriate books for

Part B: Direct Instruction Supplemental Program Information

our newcomers as well as ink and copy paper to print student reports.

Part C: Professional Development

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

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

Begin description here:

For our second afterschool session focusing on intermediate and advanced ELLs, we plan to include four classroom teachers in addition to the three ESL teachers to enhance literacy instruction. These teachers will need additional professional development in order to meet the specific needs of ELLs. We plan to meet with these teachers for a total of 3 hours throughout the course of the afterschool session. We will meet one week before the program starts to familiarize them with ELL pedagogy and specific students' needs according to the NYSESLAT, ELA exam, and predictives. We will also meet midway through the duration of the program (mid March) in order to assess student progress and redirect instructional foci. We will meet a final time in April to familiarize teachers with the NYSESLAT format so that instruction sets students up for success on the exam. At this time we will review the Attanasio and Associates "Getting Ready for the NYSESLAT and Beyond" resources. Hannah Rosenrauch (ESL Coordinator) will lead these professional development sessions.

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:

As part of our continued parent involvement initiatives for parents of ELLs, ESL staff members plan to host several workshops throughout the year to help parents support higher achievement for their children. As described in the Language Allocation Policy (LAP), ESL staff will work together to offer the

Part D: Parental Engagement Activities

following workshops:

- Fall - Learning New Vocabulary through Literature
- Winter - Writing Based on Nonfiction Resources
- Spring - NYSESLAT Overview and Preparation

As an extension of our school's partnership with Teacher's College, we plan to encourage parents to attend Parent Involvement Days at Columbia Teachers College. As we become aware of possible workshops, we will notify parents of these opportunities.

With our Title III funds available for parent engagement, we plan to purchase bilingual dictionaries and high interest, adult literature (magazines) in multiple languages. These resources will be available in the Parent Coordinator/Family Worker's room. Parents will be able to access this literature at their leisure. Our rationale for purchasing these resources is to help our parents become positive role models for their children. Just as we do in school, we want families thinking about, talking about, and evaluating what they read.

Notification of these workshops and resources will be provided in various translations and sent home to students' parents. The parent coordinator will also post notification of these events and resources on the parent involvement bulletin board in the vestibule.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		