



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 92 QUEENS, THE HARRY T. STEWART SR. SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q092

PRINCIPAL: PASQUALE BARATTA **EMAIL:** PBARATT@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. P. COMPOSTO

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
Pasquale Baratta	*Principal or Designee	
Karen Diaz	*UFT Chapter Leader or Designee	
Francisca Eloa	*PA/PTA President or Designated Co-President	
Norma Blanco	Member/Parent	
Graciela Cervantes	Member/Parent	
Maria Diaz	Member/Parent	
Angie Rosero	Member/Parent	
Dulce Sosa	Member/	
Adelaida Tenorio	Member/Parent	
Bernardo Villegas	Member/Parent	
Wendy Chico	Member/UFT	
Gina DeStefano	Member/UFT	
John Gentile	Member/UFT	
Wendy Rajeh	Member/UFT	
Allyson Rollo	Member/UFT	
Sonia Torrent	Member/UFT	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

The proficiency of English Language Learners in first grade will increase on the NYSESLAT exam.

Comprehensive needs assessment

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

Based on the NYSESLAT scores from Spring 2011, it is noted that of all the grades from 1st to 5th, the First grade stands alone due to high numbers of English Language Learners, with 120 students. This number increased from 113 the previous year. First grade is a focal point. The number of proficient students in First grade in 2010-2011 was eleven students (9 %), down from forty-two (37 %) the previous year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
1. Students will be evaluated based on NYSESLAT scores and teacher input.
 2. School Administrators and Coaches will identify teacher need for Professional Development in new teaching strategies for English Language Learners.
 3. We will improve instruction by providing teachers with on site assistance from ESL facilitators. Our ESL Coordinator and Assistant Principal are also involved with instruction and assistance in new methodology.
 4. Teacher evaluation will be ongoing throughout the year. Data binders will be used to include periodic progress and movement.
 5. On Our Way to English reading kits will be purchased for all ESL classrooms. These kits were chosen by classroom teachers for their effectiveness and were cited for popularity among students.
 6. The Headsprout computer program will be given to ELL students during Tech periods designed specifically for first grade students. Tech periods are incorporated into our teacher preparation schedule.
 7. Foundations literacy program focuses on phonics in addition to Teachers College Literacy Program, specifically for first grade.
 8. Reading Recovery instruction will be given to 4 ELL students by trained teacher.

Strategies to increase parental involvement

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

Parent involvement is encouraged through increased communications first with the availability of our Family Room, our Parent Coordinator, and correspondence. Workshops to enlighten parents concerning the NYSESLAT test are given periodically by our Assistant Principal and ESL Coordinator. Student planners are a more direct, personal method of communicating with parents regarding student performance. We are fortunate to have a staff consisting of many bilingual educators. Along with notices and meetings in two languages, we are always striving to improve communication and encourage participation.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Teachers are encouraged to pursue ESL licensing through accredited coursework to enable them to improve teaching methodology and to improve the understanding of the many cultures within the school community. We currently have four teachers attending ESL graduate classes and are working toward certification.

Service and program coordination

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

Title III supplemental services for ELL's are used to support language development, English and native language instruction, and high academic achievement in all academic areas. Title III funding is used for personnel and educational material related to our school plan. Tax Levy Fair Student Funding pays for our administrators, ESL coordinator, and faculty members.

Budget and resources alignment

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

The Headsprout computer program is paid for using NYSTL approved software funds.

On Our Way to English is purchased using Title III funds.

Reading Recovery is paid for by utilizing Tax Levy funding.

After school programs will be funded with available Title III money. Teachers and Writers Collaboration Program is utilized for our Saturday ESL program using Title III funds.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Students will complete one literacy task that asks them to analyze informational texts.

Comprehensive needs assessment

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

Based on citywide instructional expectations, we aim to strengthen student work and teacher practice in grades Kindergarten through five. Students will be engaged in a literacy task specifically selected to be aligned with the new Common Core State Standards. The performance tasks will help teachers adjust their instruction toward higher expectations relating to the Common Core.

Instructional strategies/activities

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

PS 92 has selected The Columbia University Reading and Writing Project for guidance in the selection of literacy tasks based on their research based knowledge and alignment with the Common Core State Standards. Tasks will begin in Kindergarten by having students write list books on their likes and dislikes. First and second grade students will work on persuasive letters and reviews, while upper grades will focus on research based argument essays. Units in the curriculum for each grade have been developed by the Reading and Writing Project. Staff developers from Columbia have been scheduled with visits throughout the school year. Teachers will work together with their colleagues in respective grades to create a direction for their instructional expectations and teaching practices. Common preparation periods will help them facilitate collaboration. The school literacy coach is also available and involved in all professional development and assistance with any questions. The timeline for implementation will be determined by the Department of Education.

Strategies to increase parental involvement

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

The Parent Involvement Policy will give parents opportunities to celebrate student work through classroom celebrations. Families will be encouraged further by having translators available, and will be contacted via bilingual notices. The Family Room will provide a vehicle for appropriate feedback.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Professional Development is given by Columbia University Teachers College staff members. The sessions are given throughout the school year in our school. More frequent staff development days are available to individual staff members at Columbia University in Manhattan. Those sessions are given based on individual teacher needs. Staff development activities in our school are scheduled to permit a lab or classroom visit, where a staff developer models a lesson. Then a grade meeting or session is scheduled to discuss new strategies and give teachers a chance to meet in a small group. Ongoing monthly Professional Development is also given to the Principal and one Assistant Principal, to provide further support.

Service and program coordination

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

The Common Core State Standards were developed to help prepare students for college and a career, giving them knowledge and skills they need to succeed. Expectations are consistent for all students in the United States, regardless of geographic location. The Department of Education of New York City has produced its guidelines and our individual networks give direction and assistance in incorporating any changes.

Budget and resources alignment

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

Teachers College services are paid for using Title I school wide project funds.

Materials necessary to achieve this goal range from books to miscellaneous classroom material, paid for with Title I funds as well in the OTPS category.

Human resources include faculty members, literacy coach, and ESL coordinator when needed. Scheduling is provided by the school administration to facilitate common periods when teachers meet. This year we were able to give an additional period to teachers on Monday afternoons during the 37 ½ minute period, originally intended for small group activity. This time was created through a School Based Option in collaboration with the UFT.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Communication between the school and parents will improve.

Comprehensive needs assessment

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

Based on the 2010-2011 NYC School Survey Report communication between the school and parents was scored lower than the previous year. This was based on parent responses that focused on receiving information about what children were studying and what services are available to students such as after school programs or tutoring.

Instructional strategies/activities

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

One of the major challenges pointed to a need in improving basic communication notably that English is a second language to most members of the community. PS 92 has always offered ESL classes through our parent coordinator. This year we will offer continuous ESL classes to parents during the day, twice a week, given by an outside instructor beginning in January 2012 through May.

A committee consisting of parents and teachers will be utilized to create templates for teachers to use to periodically send information home. Parent surveys will be analyzed to identify preferred methods of communication, web accessibility, and ultimately effectiveness of our plan of action.

School Leadership Team will discuss communications monthly to give members the opportunity to voice opinions.

Strategies to increase parental involvement

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

PS 92 has a Family Room on the first floor near the school entrance that is open to all parents. Workshops of interest to parents are held such as Parent Skills, Homework Help, Reading At Home, Family Math, Nutrition, and Children's Health Issues are given in both English and Spanish. Our parents are an integral component of the School Leadership Team. Student Planners provide information to parents on school policies in English and Spanish. Homework and notes to and from teachers are written in the planner. All notices are sent home in English and Spanish, and PTA meetings are held in both languages as well. PS 92 hosts a "Meet the Teacher Night" event in September to familiarize parents with the curriculum for the grade and with teacher's expectations

for their children. It also provides the parents with an opportunity to meet each teacher. Parents are trained through Learning Leaders to work with our teachers to support our students. Enhance communication between home and school - school monthly calendars are created in two languages to increase the amount of relevant and useful information available to parents. Professional Development provides teachers with information regarding appropriate methods of communicating with parents during conferences, as well as ways the agenda book can be a tool for communication.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Teachers are encouraged to pursue ESL licensing through accredited coursework to enable them to improve teaching methodology and to improve the understanding of the many cultures within the school community. We currently have four teachers attending ESL graduate classes and are working toward certification.

Service and program coordination

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

Our Parent Coordinator and Guidance Counselors have identified areas of concern regarding up to date information and need for workshops on subjects such as violence prevention, nutrition, housing, etc.

PS 92 has a nutrition committee made consisting of student members, faculty, and a School Food representative.

Our Project Share teacher works with students in small groups to informally deal with family issues and topics of prevention.

Budget and resources alignment

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

Title I funds are used for parent involvement such as meetings and workshops as cited above. Funding is also used for general material requested by the Family Room. Title III funds are used to help provide staff development and assist with after school per session, as stated in our Title III school plan.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012 the percentage of fourth grade students who score 3 or above will increase four points from 34 to 38 percent.

Comprehensive needs assessment

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

Based on student performance on the New York City Department of Education Progress Report of 2010-2011, PS 92 earned a “C” in that category for results in state tests. More specifically, performance in ELA did not improve. The immediate focus is on the fourth grade. Students who scored level 3 and above dropped from 42 percent in Spring 2010 to 34 percent in Spring of 2011. The scores fell for the third straight year.

Instructional strategies/activities

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

Professional Development will be provided by Literacy Coach and Teachers College specifically targeted for fourth grade.

Teachers will provide meaningful class trips to broaden experiences and knowledge to broaden their writing creativity.

The Library open access period will be available for group and individual research work. Hours are scheduled as per the Librarian.

Additional reading material will be made available to teachers to improve their libraries.

The Headsprout computer program has been purchased to improve reading strategies in the fourth grade. The common prep schedule will include Tech periods to give students access to the computer lab.

Smart Boards were installed in late Fall of 2011 to assist classroom teachers in their lessons.

Strategies to increase parental involvement

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

The PS 92 Family Room is open to all parents. Workshops of interest are given in both English and Spanish. Parents are an integral component of the School Leadership Team. Student Planners provide information to parents on school policies in English and Spanish. Homework and notes to and from teachers are written in the planner. “Meet the Teacher Night” will familiarize parents with the curriculum for the grade and with teacher’s expectations for their children. It also provides them an opportunity to meet. Parents are trained through Learning Leaders to work with our teachers to support our students. Parents are also invited to celebrations of children’s work.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Professional Development is given by Columbia University Teachers College staff members. The sessions are given throughout the school year in our school building. More frequent staff development days are available to individual staff members at Columbia University in Manhattan. Those sessions are given based on individual teacher needs. Staff development activities in our school are scheduled to permit a lab or classroom visit, where a staff developer models a lesson, followed by a grade meeting or session to discuss new strategies and give teachers a chance to meet in a small group. Our Technology teacher attends monthly tech meetings given by our CFN Network to keep current with trends.

Service and program coordination

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

Professional development is provided for by the CFN Network ELA representative periodically at different locations. The representative is readily available to come to the school to offer support and answer questions.

Budget and resources alignment

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

Smart Boards purchased through Resolution A funding.

Headsprout computer program is purchased using Title I funds.

Teachers College services are paid for using Title I school wide project funds.

Human resources include faculty members, literacy coach, Technology cluster teacher, Librarian, and TC staff. Scheduling is provided by the school administration to facilitate common periods when teachers meet. This year we were able to give an additional period to teachers on Monday afternoons during the 37 ½ minute period, originally intended for small group activity. This time was created through a School Based Option in collaboration with the UFT.

Substitute teachers are available to allow individual teachers to attend outside professional development. They are paid with Title I funds.

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	10	8	N/A	N/A	1	0	2	5
1	107	75	N/A	N/A	8	0	4	11
2	86	80	N/A	N/A	4	0	4	9
3	87	65	N/A	N/A	6	0	12	18
4	94	83	32	15	4	0	10	15
5	96	67	28	20	6	0	13	10
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Kindergarten- Phonemic Awareness-Sandier/Oxford/ Supporting Comprehension through Vocabulary Development using Mentor Texts(I.Beck)Tier 2 Vocabulary-small group instruction during the school day Grades 1 -Supporting Comprehension through Vocabulary Development using Mentor Texts(I.Beck)Tier 2 Vocabulary /Hedsprout Early Reading -37.5 Computer Lab-Small group instruction during the school day Reading Recovery Program –Tier 3 Intervention instruction during the school day Grades 1-2 Foundations RTI Double Dose Program Small groups 37.5 minutes during the school day Grades 2-3 Comprehensive Assessment of Reading Strategies/ Spotlight on Reading/ Supporting Comprehension through Vocabulary Development using Mentor Texts(I.Beck)Tier 2 Vocabulary - Small group instruction during the school day Grades 2-3 Hedsprout Early Reading Program during the school day Grades 4-5- Guided Reading/ Supporting Comprehension through Vocabulary Development using Mentor Texts(I.Beck)Tier 2 Vocabulary/ Reward Program -small group instruction during the school day Grades 4-5 Hedsprout Comprehension- Computer Assisted Differentiated Instruction-during school day Grades 4-5 Rewards Writing Program-during the school day Grades 2-5 After School Program – ELL/Former ELL Homework Help Grades 3-5 Bilingual Newcomers- Thematic Approach-ESL small group instruction during the school day/ After School Program Homework Help Teacher/Writer/Author Collaboration –Poetry and the Writing Process / Dramatic Play- Oral Language and Crafts- Saturday Program for ELLs</p>
<p>Mathematics</p>	<p>Kindergarten-Number Sense/ Number Conservation Concepts through extensive use of manipulatives –small group instruction during the school day Grades 1-5 Math Steps- Small group instruction –during the school day Grades 3-5 Test Ready-Small-group instruction-during the school day Grades 1-2 - Hands-on interactive instruction in basic mathematics and problem-solving, with a focus on Math vocabulary-371/2 minutes Grades 2-5 After School Program – ELL/Former ELL Homework Help</p>

<p>Science</p>	<p>Discovery Works Reading Support Series& Focus on Science -Small group instruction for grade 4- additional science periods during the school day Passwords: Science Vocabulary- Grade 3 Science Supports-during the school day Grade 5 Science – NYC Edition Harcourt School Publishing 5th grade-small group instruction and 37 1/2 minutes during the school day</p>
<p>Social Studies</p>	<p>Grade 5 SS Standards- Small group instruction in the classroom- Emphasis on DBQ Writing (Thematic Essay),Building Content Vocabulary/ Accessing & Building Prior Knowledge Grade 4 SS Standards–Small group instruction in the classroom- Emphasis on DBQ Writing (Thematic Essay),Building Content Vocabulary/ Accessing & Building Prior Knowledge</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>At-risk counseling is provided by the Guidance Counselor to students determined to require intervention by the Pupil Personnel Team. Counseling is provided during the school day in small groups or individually</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>We have a full-time Psychologist who along with her full testing caseload provides counseling support serviced to selected students that require her expertise</p>
<p>At-risk Services provided by the Social Worker</p>	<p>At-risk counseling is provided by the School Social Workers to students determined to require intervention by the Pupil Personnel Team. Student or Family support services are provided during the school day in small groups and to individually families.</p>
<p>At-risk Health-related Services</p>	<p>At risk Health Related Services are supported by our Occupational and Physical Therapists, as well as our Health Coordinator that monitors and coordinates these services. The Health Coordinator monitors all Health Alerts and 504 academic services. The school nurse provides Asthma Intervention Instruction to a small group of students. These services are during the school day on an individual basis or small group as identified by the PPT committee.</p>

**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

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:

- I. PS 92 created a Family Room on the first floor near the school entrance that is open to all parents. Workshops of interest to parents are held such as Parent Skills, Homework Help, Reading At Home, Family Math, Nutrition, and Children's Health Issues are given in both English and Spanish.
- II. A Social Worker is assigned by the Pre-Kindergarten Program.
- III. Parents are an integral component of the School Leadership Team.
- IV. Student Planners provide information to parents on school policies in English and Spanish. Homework and notes to and from teachers are written in the planner.
- V. All notices are sent home in English and Spanish, and PTA meetings are held in both languages as well.
- VI. PS 92 hosts a "Meet the Teacher Night" event in September to familiarize parents with the curriculum for the grade and with teacher's expectations for their children. It also provides the parents with an opportunity to meet each teacher.
- VII. Parents are trained through Learning Leaders to work with our teachers to support our students.
- VIII. Parents are also invited to all assembly programs, and to classroom celebrations of children's work.
- IX. Title I parents will participate in an annual review the second Thursday in February, 2012.

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. To increase and improve parent involvement and school quality, our school will:

- I. Communicate clearly and effectively with parents. Enhance communication between home and school. School monthly calendars are created in two languages to increase the amount of relevant and useful information available to parents.
- II. Increase parental awareness of school policies and student expectations.
- III. Provide parents with opportunities to become an instrumental presence in their child's education.
- IV. Provide workshops for parents on various topics based on interest and need.

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

- I. Giving Professional Development to provide teachers with information regarding appropriate methods of communicating with parents during conferences, as well as ways the agenda book can be a tool for communication.
- II. Providing strategies teachers can use to prepare for parent-teacher conferences.
- III. Encouraging teachers to invite parents to celebrations of children's writing and other appropriate celebrations.
- X. Distributing the Parent Involvement Policy to parents in the Fall of 2011.

SCHOOL-PARENT COMPACT

Our school is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents will share responsibility for improved academic achievement by means of a school-parent partnership to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

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

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

**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 Charles Amundsen	District 30	Borough Queens	School Number 092
School Name Harry T Stewart Sr. School			

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

Principal Pasquale Baratta	Assistant Principal Margaret Kane / Esther Reyes
Coach Kathryn Odierno	Coach Pana Ioannou
ESL Teacher Dolores Lopez	Guidance Counselor Joyce Hochman
Teacher/Subject Area JoAnn Brogna - ESL	Parent Francisca Eloa
Teacher/Subject Area type here	Parent Coordinator Ana Melendez
Related Service Provider Genevieve Schultz	Other Joan Rosenberg-Raizer
Network Leader Nancy DiMaggio	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	17	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	49
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	13		

D. School Demographics

Total number of students in school	903	Total Number of ELLs	393	ELLs as share of total student population (%)	43.52%
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Part II: ELL Identification Process

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

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

When a parent enrolls their child into P.S. 92Q our ESL certified staff does a careful intake interview. During this informal interview, the necessary documents, pamphlets, and orientation DVDs are also provided in the parent's home language. Once the home language is identified, if the home language is other than English and the student is found, through the interview, to be eligible for testing, the LAB-R is administered within 10 days of registration. This test determines the student's eligibility for services. Parents are then notified via the Entitlement Letter and the Program Selection Form. Parents are also invited to a Parent Orientation workshop, which is provided 3 times a year (September, March and May). This orientation is also made available to any parent registering at any other time during the year. Parents are interviewed for the initial screening - the Home Language Information Survey and for LAB-R eligibility they are administered by a Licensed/Certified ESL or Bilingual Pedagogue. The student is given the English Lab-r and Spanish Lab-r. The Spanish Lab-r is given by a pedagogue in their native language. The pedagogues who are responsible for conducting the initial screening and administering the HLIS and the Lab-r are Assistant Principal Ms Esther Reyes who is certified in bilingual education, ESL certified teacher, Mrs Dolores Lopez and ESL Coordinator Ms. JoAnn Brogna. All students on BESIS that are ELLS and receiving Bilingual or ESL instruction are NYSESLAT tested. The following pedagogues provide bilingual and ESL services – Marta G Torres, Lucy Acuna, Gina DeStefano, Alvaro Guerrero, Natalie Simone, Trish Visa, Maryanne Guzman, Judi Durant, Sofia Bovis, Marisol Nunez, Elmer Ventura, Ramona Coy, Teresa Mico, Mary Cali, Delfina Sotelo, Allison Rollo, Jessica Carbone, Anna Vega, Sonia Torrent, Dolores Lopez, and JoAnn Brogna

The RLAT is used to determine NYSESLAT eligibility which include both NYSESLAT and LAB-R scores. The administration of the NYSESLAT test consists of four components-speaking, listening, reading and writing. The speaking component is given on an individual basis within the testing parameters. The listening, reading and writing portion is administered to the Ell students in a classroom setting.

In keeping with the No Child Left Behind Act of 2001, P.S. 92Q monitors and reports the progress of all students as well as our ELLs through regular, periodic testing. All staff members who administer tests to ELLs are required to know which test exemptions and accommodations are available and required. Our ELLs participate in state testing, following the New York State eligibility guidelines in ELA, NYSESLAT, Math and Science. They also take Diagnostic Assessments which include El Sol, ELA and Math. Once eligibility has been determined, P.S. 92Q exercises the Parental Option. Parents may opt for one of three educational programs as described in the orientation video:

Transitional Bilingual Education Program

- Dual Language Program
- Freestanding ESL Program

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

hours. This has allowed for parents to make informed decisions regarding their child’s placement. Our Parent Coordinator, and our ESL Coordinator, are available at the meetings, and also throughout the year, to answer any questions parents may have about these programs and the placement of their child.

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

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

At PS 92Q our ESL Coordinator keeps class lists and checklists for recording documentation returned to our school. The entitlement letter as stated on the CD, are distributed at the beginning of the school year. The Parent Survey is processed upon registration by the ESL Coordinator. If the survey determines eligibility for testing then the child is tested and parents are scheduled to view orientation video. All documentation is collected and stored by the ESL Coordinator. Upon notification of Lab-r and NYSESLAT results placement and entitlement letters are distributed to parents in their native language. All documentation is collected and stores by ESL Coordinator All communication with parents is done in their home language. Bilingual classes are formed when there are 15 or more students on two contiguous grades for grades K-5. If there are not enough students to form a bilingual class, parents can opt for another school in the district, or stay in the ESL program at that school. If the school does not have a bilingual program in their Native language, parents will be informed of a school where such a program exists. If parents do not select a program, the student is automatically placed in a bilingual class, if available, or an ESL class. All ELLs receive at minimum, placement in ESL classes.

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

Part III: ELL Demographics

A. ELL Programs

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●
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This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
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 <small>(60%:40% → 50%:50% →</small>	1	1	1											3

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	1	0	3	3	2	2								11
Push-In	0	1	1	0	1									3
Total	2	2	5	3	3	2	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	393	Newcomers (ELLs receiving service 0-3 years)	289	Special Education	53
SIFE	1	ELLs receiving service 4-6 years	96	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	76	1	0			0				76
Dual Language										0
ESL	257		32	60		17				317
Total	333	1	32	60	0	17	0	0	0	393

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	29	27	0	0	0								76
Chinese			0		0									0
Russian														0
Bengali			0											0
Urdu														0
Arabic				0										0
Haitian		0												0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														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
Other														0
TOTAL	20	29	27	0	76									

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: <u>25</u>	Asian: <u>14</u>
Hispanic/Latino: <u>863</u>	Other:
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>1</u>

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	46	80	111	60	56	34								387

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
Chinese			2		1									3
Russian														0
Bengali			1											1
Urdu														0
Arabic			1											1
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	46	80	116	60	57	34	0	393						

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?

SPECIAL EDUCATION

ESL Push-in model: At P.S. 92, there are two 12:1:1 classes that include 11 students in the second grade and 9 students in the third/fourth grade bridge class requiring ESL services. A certified teacher works with the special education classroom teacher to provide ESL services during the reading block. These teachers conduct collaborative planning, identify the needs of each student as indicated in the language goals on the students' IEPs, and implement the Teachers College model including instructional techniques to assist each student in meeting his/her goals. Students receive the 360 minutes of instruction per week in accordance with CR Part 154 Regulations. Entry into and exit

A. Programming and Scheduling Information

from this program is determined by the student’s IEP and/or NYSESLAT scores.

Students are placed in a program following their individual IEP, students who are mandated to receive bilingual speech instruction will be given individualized in house speech. If students IEP mandates a bilingual para professional, a bilingual para professional will be assigned. ESL(Instructional Collaborative Teaching): We have one ICT class per grades K-5. In Kindergarten, first, third, fourth and fifth grades - two certified teachers (one General Education and one Special Education) work together in one room to provide both ESL and Special Education services. A paraprofessional is also assigned to these classes. In grade two an ESL provider pushes in to service the ESL entitled students. While not all students within these classes are entitled to ESL services, ESL strategies are incorporated throughout the day. Students are provided with differentiated instruction, as in all our classes. For our IEP students the language goals on their IEPs are addressed. Our ICT classes include both general education and special education teachers. In Kindergarten, first, third, fourth and fifth grades at least one teacher is certified in ESL and in grade two the provider is certified in ESL.

GENERAL EDUCATION

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

ESL self-contained – Our school currently includes the following ESL self-contained classes: One class in grade Kindergarten, one class in grade one, two classes in grade two, three classes in grade three, two classes in grade four, and two classes in grade five. ESL methodologies are used throughout the school day to support our students. Multiple assessments, e.g. student portfolios, city and state standardized tests, and informal assessments are used to drive content area instruction as well as language development. There is extensive use of pictures, photos, reading of charts, books, short plays, vocabulary enhancement and practice. Children are exposed to high-quality English literature through their classroom libraries. Our school library also contains books suitable to meet the various needs of ELLs. Three years ago our school purchased the Leap Pad program. This program allows children to listen to and follow a story. These programs are in various classrooms throughout the school. Content area subjects are done in English using ESL methodologies. Word walls and labeling is ESL Push-in – Push-in services are provided for a large portion of our students. Certified teachers push-in to one first grade class. Depending on the levels in these students receive 360 or 180 minutes of ESL instruction by the push-in certified ESL teacher. Our advanced students also receive 180 minutes of ELA instruction. The workshop model is used in these classrooms, including on-going assessment to determine individual progress. Children are given differentiated instruction to meet their needs and their ESL level.

Vocabulary enhancement, phonics, and scaffolding are included in their ESL instruction. The ESL teacher works collaboratively with the regular classroom teachers to plan and identify the needs of the ELL students. The content area teachers are also involved in the planning to meet the needs of these same students. Classroom instruction is supported during these lessons, which incorporate ESL strategies to scaffold, practice, assess, and review language structures through speaking, listening, reading and writing. SIFE students- Our SIFE program contains a self contained ESL classroom and additional small group instruction focusing on content area and academic vocabulary. As new students arrive, as students make dramatic progress, and as at-risk students demonstrate concerns, our programs and schedules are modified to meet their needs. At all times, CR Part 154 regulations are complied with. Based on their LAB-R scores, and their NYSESLAT scores if they have them from prior school, as well as parental requests, these students are placed in ESL or Bilingual classes. Programming is arranged in September and then updated as required throughout the year to accommodate our newly arrived students. They receive on-going assessment, conferring during TC reading and writing workshops, and quizzes in mathematics, science, and social studies. They receive AIS services when indicated. They are invited to all after-school and Saturday programs, as appropriate for their grade. In P.S.92Q our self-contained Bilingual classes K, 1, and 2, the classroom teacher provides native language support in content areas. Bilingual teachers have a specific period during the day for native language instruction. As stated in the ESL guidelines, ESL class instruction are taught in the English language. Students participate in our transitional classrooms where language support is provided to all our students. NYSESLAT strand scores are reviewed to identify areas requiring special focus. AIS support, including test preparation, is provided. There are after-school and Saturday programs for our students to which these students are invited, and which

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%	100%
75%	75%
50%	50%
25%	25%

A. Programming and Scheduling Information

population.

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?

Based on their LAB-R scores, and their NYSESLAT scores if they have them from prior school, as well as parental requests, these students are placed in ESL or Bilingual classes. They receive on-going assessment including, conferring during TC reading and writing workshops, and quizzes in mathematics, science, and social studies. They receive AIS services when indicated. They are invited to all after-school and Saturday programs, as appropriate for their grade. Three of our self-contained bilingual classrooms, the classroom teacher provides instruction in student's native language. Word walls are displayed in all classrooms. Students frequently write and discuss the content area they are learning. In small groups, students talk about how solutions are derived. Assessment is constant, and individual and small-group lessons flow from teachers' knowledge of students.

The home-school connection will be expanded through parent meetings, adult ESL classes, and the use of parent volunteers, including Learning Leaders, in both the day and after-school programs. Parents will also be included in cultural awareness activities such as performances and trips. Children's needs are addressed individually to identify the reason for their long-term status. BESIS, our A-11, NYSESLAT movement from year to year are all reports used to not only identify but evaluate progress of our students. Language needs are addressed within the classrooms, and children are provided with the support they require. An intervention plan is written for those students (PIP). This is required because these students are in danger of failing grade five and thus not graduating. Some of these students attend our after-school program (specifically for ELL students). Where indicated, students are referred to our Pupil Personnel Team and, if additional evaluations are required, these are arranged for. If an IEP is required, language goals for these students are carefully written. The language of instruction is a function of each child's competency in English and/or in Spanish.

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

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

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

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For our ESL pull-out/push in program, the following strategies are implemented: total physical response, scaffolding through picture

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)?

Paste response to questions 1-5 here

Science:

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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.

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

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

Combining PD with professional planning opportunities, it is our goal to cultivate a staff that can deliver instruction and services to LEP (Limited English Proficient) students helping them become proficient.

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

Everyday Mathematics materials are provided in Spanish for our Bilingual classes. NYSESLAT test prep tools are used to better prepare our ELL students in the language assessment (NYSESLAT).

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E. Parental Involvement

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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

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

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

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

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

ESL instruction is delivered according to the latest research, including vocabulary development, thematic approaches to reading and writing, graphics and pictorial representations. The Teachers College model is followed. Our teachers have attended QTEL, and the strategies learned are implemented throughout the lessons. Teachers differentiate instruction for our beginning and intermediate students, and continue to provide support for our advanced students while, at the same time, challenging them to work closely with our proficient students so they can continue to develop their language skills. Teachers and Writers Saturday program and After-school is designed for our ELLs for homework, reading, writing and math supplemental assistance. Technology is used as an instructional tool throughout the school. In grades 1-3 the Headsprout Early Reading Program is used to initiate and reinforce decoding skills along with vocabulary development and comprehension skills. In grades 4 and 5 our ELL students are using Headsprout Reading Comprehension which differentiates instruction and positively correlates with the four components of the NYSESLAT.

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?

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For our ESL pull-out/push in program, the following strategies are implemented: total physical response, scaffolding through picture

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

Combining PD with professional planning opportunities, it is our goal to cultivate a staff that can deliver instruction and services to LEP (Limited English Proficient) students helping them become proficient.

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

Everyday Mathematics materials are provided in Spanish for our Bilingual classes. NYSESLAT test prep tools are used to better prepare our ELL students in the language assessment (NYSESLAT).

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E. Parental Involvement

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

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

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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)	36	1	2	1	3									43
Intermediate(I)	0	0	0	0	0									0
Advanced (A)	11	1	0	0	0									12
Total	47	2	2	1	3	0	0	0	0	0	0	0	0	55

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	2	0	0	2							
	I		27	22	1	6	4							
	A		30	73	33	9	7							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P		23	26	34	52	41							
READING/ WRITING	B		34	12	0	3	3							
	I		29	45	16	5	2							
	A		11	52	35	41	26							
	P		7	11	8	18	20							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	76	53		146
4	8	87	49		144
5	15	46	41		102
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10		73		68		4		155
4	2		65		64		16		147
5	4		40		46		21		111
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		24		103		16		148
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

The assessment data, across the grades, indicates that our students need to gain proficiency in reading and writing. Each class focuses on these strands on a daily basis, while at the same time, providing many opportunities for the children to listen and then speak about the content, thus increasing not only their basic language skills, but also their use of academic language. In addition to multiple opportunities during the school day, homework includes reading and writing each night. Our goal is to provide every opportunity as possible for

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pasquale Baratta	Principal		1/1/01
Margaret Kane	Assistant Principal		1/1/01
Ana Melendez	Parent Coordinator		1/1/01
Dolores Lopez	ESL Teacher		1/1/01
Francisca Eloa	Parent		1/1/01
JoAnn Brogna - ESL	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Pana Ioannou	Coach		1/1/01
Kathy Odierno	Coach		1/1/01
Joyce Hochman	Guidance Counselor		1/1/01
Nancy DiMaggio	Network Leader		1/1/01
Joan Rosenberg-Raizer	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 3092Q **School Name:** Harry T Stewart Sr.

Cluster: Charles Amundse **Network:** Nancy DiMaggio

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

Part A: Needs Assessment Findings

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

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

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

Our Home Language Surveys data indicates the our school population is 13 families are a home language other than English, 76 families are English home language and 816 families are a home language of Spanish. Most communication is done in two languages via handouts, written in English on one side and Spanish on the other. Meetings are conducted in both languages with the inclusion of educators who are bilingual. Written translations in various languages of DOE initiated letters and memorandums, which can be easily downloaded.

Part B: Strategies and Activities

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

P.S. 92Q works very closely with the Department of Education Translation and Interpretation Unit. Interpretation services are provided during regular business hours in order to communicate critical information regarding children's education. The services are provided either here at the school or by telephone. All the material sent home is routinely written in both English and Spanish languages. Speakers of languages other than English have requested English materials. Teachers also use the schools and DOE resources to communicate with parents. Many teachers write the report card comments and or simple notes going home and then have them translated. Some teachers use online translation services; that are free on the internet. The Principal, Assistant Principal, Parent Coordinator, and ESL teachers all assist in the translation of documents as well. The turnaround period for translations is always quick. Materials are always sent in a timely manner so that parents can seek assistance if needed within the school personnel.

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

For oral interpretation, once again PS 92Q works in conjunction with the Department of Education Translation and Interpretation Unit. Interpretation services are provided during regular business hours in order to communicate essential information to parents. The services are provided here at the school and by telephone if needed. We have many staff members such as the Principal, Assistant Principal, Parent Coordinator, ESL teachers, and various Paraprofessionals that are bilingual and assist whenever needed.

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>.

PS 92Q is fulfilling this requirement by doing the following:

- a. PS 92Q has provided parents with a copy of the Bill of Parent Rights and Responsibilities in their home language in the month of September. This Bill of Rights includes their rights regarding translations and interpretation services.
- b. PS 92Q has posted in a conspicuous location in the school lobby, and by the elevator entrance on each floor, signs in the most prominent languages indicating the availability of interpretation services.
- c. The school posts translated signs and obtains forms in primary languages that are needed.
- d. Parents are directed to refer to the DOE website for information in each of the covered languages concerning their rights to the services.



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: Harry T Stewart Sr.	DBN: 30092Q
Cluster Leader: Charles Amundsen	Network Leader: Nancy DiMaggio
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 245 Grades to be served by this program (check all that apply): ●K ✱1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 13 # of certified ESL/Bilingual teachers: 13 # of content area teachers: 13

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:

P.S. 92Q's Title III program provides English Language Learners in grades K-5 with supplemental instruction in three different programs. After-School Program – After surveying parent needs at home and teachers input, the request for homework assistance was a need based on the parent's limited language proficiency. This program addresses the need for homework assistance. Certified teachers provide homework support and, thus, the students come into school the next day prepared to move forward in their instruction. In addition students receive supplemental instruction in math and literacy. ESL strategies such as graphic organizers, pictures, scaffolded directions and instructions are provided as required by individual and small groups of students. This program will meet 3 days per week for 1 1/2 hours from November 2011 to April 2012. Seven ESL Certified Teachers and one teacher attending ITI program provide services to ELLs in grades 3-5. Teachers and Writers Collaborative Saturday Program consists for 2 hours - eleven sessions. The program is comprised of two groups of approximately twenty students in grades two and three. - In this program student's work with two writers and two ESL certified teachers to develop writing skills. Students work on grammar and spelling, write more, experiment with a variety of literary genres, read the work of contemporary and traditional writers, and take their writing through revision to publication. The program helps students and teachers improve their writing skills and learn to write more imaginatively. It also provides a multicultural approach which will inspire them on a personal level. At the end of the ten weeks they will have a final product to be presented to parents in a scheduled assembly. Saturday NYSESLAT Test prep – This program provides NYSESLAT test preparation instruction for 1st grade ELLs. The major focus will be on four strands of NYSESLAT assessment - Listening, Speaking, Reading and Writing. Students will work on English language development and building academic language in the content area subjects. Groups are kept to approximately 3 groups of approximately 15 students for ten - two hour sessions. Instruction is scaffolded; academic vocabulary is developed; assessment is on-going. Three ESL Certified Teachers provide instructional services. The materials used for the Saturday NYSESLAT test prep include Rigbys English in my pocket for newcomers and NYSESLAT test preparation books.

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here:

The staff at P.S. 92 includes seventeen certified ESL teachers. In addition, our staff includes three self contained Bilingual classroom teachers and two Administrators certified in Bilingual education. We have two staff members currently enrolled in the ITI program to seek ESL Certification. At P.S. 92Q we have adapted the Teacher's College reading and writing program. We have trained staff in TC curriculum, that provides professional development to all classroom teachers. All grades have a common TC preparation (prep) period and then a meeting period once a month. The Literacy Coach and the Math Coach provide professional development to new and experienced teachers. Additional Professional Development is provided by Teacher's College which includes a staff developer and monthly workshops. Teachers are given opportunities to sign up for professional development that addresses their ESL questions and concerns. Our recently hired ESL teachers are in the program and receive support and guidance in following quality ESL strategies and methodologies. Hunter College Title IIB grant provides a workshop that prepares ESL teacher math workshop geared to ELL students. We have purchased computer software, text books, and professional reading material to be used as resources for ESL teachers. To maximize our professional time we have designed a prep schedule that facilitates common prep periods for all the grade levels. This allows teachers to plan and strategize on their grade level, discuss assessments and their results, and do long term planning using data driven instruction. In addition, once a month administrators meet with the grade levels to discuss best practices, new implementations, and any concerns they might have. Combining PD with professional planning opportunities, it is our goal to cultivate a staff that can deliver instruction and services to LEP (Limited English Proficient) students helping them become proficient. Title III funds are being used to staff and maintain qualified ESL teachers, to provide professional development workshops and seminars, to fund a ten week After School Teachers and Writers Program (teachers work alongside a professional writer while providing students assistance in writing). Our teachers attend Teachers College workshops, including those specifically geared to ELLs. All our professional development within the school addresses instructional practices that are appropriate for ELLs. We utilize hands-on, manipulative, materials for every lesson, especially in Mathematics, Science, and Social Studies. Charts, maps, pictures, word walls for all subject areas, are required. The series, On Our Way to English, is used in our self-contained ESL and Bilingual classes. Both classroom libraries and the school library include a substantial number of books in Spanish, at all reading levels. These include non-fiction as well as fiction. Everyday Mathematics materials are provided in Spanish for our Bilingual classes. NYSESLAT test prep tools are used to better prepare our ELL students in the language assessment (NYSESLAT).

Part D: Parental Engagement Activities

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:

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

Part 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. 		

Part E: Budget

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

Allocation Amount: \$?????

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