



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : RIDGEWOOD INTERMEDIATE SCHOOL 93

BN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24/Q/093

PRINCIPAL: EDWARD SANTOS EMAIL: ESANTOS3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELINE TAUB-CHAN

**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
Edward Santos	*Principal or Designee	
John Harrington	*UFT Chapter Leader or Designee	
Celeste Islam	*PA/PTA President or Designated Co-President	
Lydia Martinez	Title I Parent Representative (suggested for Title I schools)	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Eva Conway	Member/Teacher	
Susan Zampino	Member/Teacher	
Maria Ostapak	Member/Teacher	
Rosemary Hennessey	Member/Parent	
Maureen Walsh	Member/Parent	
Dorina Torres	Member/Parent	



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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

Students will be able to select and incorporate relevant textual evidence that supports a claim in a well-written argument as defined by the CCSS.

Measureable Objective: By June 2012, students will demonstrate a 5% improvement in the ability to support written claims with relevant evidence, use credible sources and demonstrate an understanding of the topic or text. Improvement will be measured by comparing initial and end-of-year writing samples using a constructed response rubric aligned with the CCSS, class profile sheets, the evaluation of the CCSS Literacy Task, and the NYS ELA Test.

### **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.

The 2010 and 2011 NYS ELA Test results showed a downward shift as compared to the results from 2003-2009. For the past two years 40% of grade six students achieved proficiency on the state exams. In 2010, the number of seventh grade students achieving levels 3 and 4 dropped to 32% but increased in 2011 to 38%. In 2010, the number of eighth grade students achieving levels 3 and 4 dropped to 38% and decreased to 30% in 2011. One factor that affected student performance in 2011 is the continued changes to the structure of the state exams, which includes adjustments made to the cut scores. According to the data, student performance remains stagnant in grade six. It increases in grade seven and then falls in grade eight.

Some trends in demographic data are still evident. Overall, girls outperform boys in all grades. An average of 10% more girls perform at level three or higher. Hispanic students continue to underperform when compared to their African American, Asian, and Caucasian peers. Data shows that the wide performance gap between Students with Disabilities and the general education population persists. Six percent of Students with Disabilities met or exceeded ELA standards, while 41% of their general education counterparts achieved these levels. The same gap exists between LEP students and English proficient students. Identification, analysis, and understanding of academic needs by subgroup are ongoing.

An evaluation of school-wide data indicates that students' performance on written responses continues to be an overall area of need. As it is a requirement in all subject areas to be able to select and incorporate appropriate evidence in written response tasks, focus on this area should strengthen overall performance.

### **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

- ❖ Teachers (including CTT, SETSS, and ESL) will incorporate a variety of strategies designed to support the needs of identified subgroups (i.e., SWD, ELLs). These include: graphic organizers, tiered workstation tasks, small group instruction, student self-reflections, sentence stems and framed paragraphs, use of the DOK to develop higher level thinking skills, direct vocabulary instruction, and visual aides.
- ❖ The assistant principal will engage in cycles of evaluation and feedback based on Charlotte Danielson's *Framework for Teaching* with all ELA teachers, with a focus on Domain 3.
- ❖ The assistant principal and literacy coaches will provide professional development to strengthen teacher effectiveness in the areas of questioning and discussion, and evaluating student performance on written tasks. Resources such as Webb's Depths of Knowledge levels will be extensively explored.
- ❖ The grade level inquiry teams will analyze student work in order to determine which strategies, scaffolds, and practices contribute most to increases in student performance.
- ❖ During common planning, teachers will evaluate and revise tasks to support rigorous units of study. In addition, grade-level groups will meet outside of the school day to plan develop tasks aligned with the CCSS.
- ❖ The assistant principal, literacy coaches, and teachers will use the Common Core Library, Webb's D.O.K, and the curriculum maps to create at least one CCS-aligned task at each grade level.
- ❖ Teachers will administer and examine the results of the CCSS-aligned tasks in order to determine next steps.
- ❖ Teachers will engage in professional book groups in order to inform research-based decisions in the classroom (i.e., *Classroom Discussion* by Dixie Lee Spiegel and *Power of our Words* by Paula Denton).

Timeline: During the Fall of 2011, teams will look closely at student work to understand the steps needed to reach the level of performance that the CCSS demands. Instruction will include constructed responses, the assessment of which will provide evidence of students' progress. During the Winter of 2011-2012, all students will be engaged in the literacy tasks aligned with the standards. During the Spring of 2012, teams will analyze resulting student work to continue making instructional adjustments.

#### **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.

Goal: Students will be able to select and incorporate relevant textual evidence that supports a claim in a well-written argument as defined by the CCSS. One activity that specifically addresses this goal is a parent-student workshop offered during the school day, in the evening, and on Saturday. During this workshop, parents examine samples of student writing, the process of incorporating relevant textual evidence to support a claim, and the alignment to the CCSS. Language interpreters will be present to support. Tips on how to help children at home will be presented. The workshop will most likely take place in our Title I Parent Library pending the number of participants. The workshop will be advertised via our website, backpack, phone messenger, and during PTA, SLT, and Student of the Month ceremonies.

**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 becomes highly qualified, in order to achieve this goal.

Currently, 94% of our ELA teachers are Highly Qualified as defined by NCLB. One teacher is in the process of completing the credentials required to be Highly Qualified. Title I funds will be used where appropriate to support the teacher in meeting the Highly Qualified requirements (i.e., tuition reimbursement). Additionally, all probationary HQT and those en route to becoming HQ receive professional support from an ELA coach.

**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.

Goal: Students will be able to select and incorporate relevant textual evidence that supports a claim in a well-written argument as defined by the CCSS. During the school day, CTT, SETSS, push-in ESL teachers provide support for this goal. In addition, Title I SWP and Title III supplemental academic programs outside of regular school hours and Extended Day instruction support this goal by providing participating students with opportunities to write arguments supported with relevant textual evidence. In sync with NYC Instructional Expectations and this goal, CFN 204 will provide professional support to supervisors, coaches, and teachers regarding design and implementation of CCSS tasks focused on writing arguments.

**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.

FSF, Title I SWP, C4E, Title III, and TL CFN will be used to achieve the our ELA goal: Students will be able to select and incorporate relevant textual evidence that supports a claim in a well-written argument as defined by the CCSS. These funds are conceptually consolidated to implement the instructional actions, strategies, and activities listed above. Funds pay for coaching, collaborative inquiry, and professional development, as well as opportunities for supplemental instruction for students outside of regular school hours.

## 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.

By June 2012, there will be a 5% increase in the total number of students scoring within levels three and four on the NY State Science Assessment with particular emphasis on ensuring a 5% increase in ELL and SWD subgroups.

### **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.

Since a question breakdown of NYS Science Test results is unavailable for close analysis this year, the information gleaned by our science teachers from the state exam scores is limited to the following data: The performance of ELLs has improved overall on the 8<sup>th</sup> grade state science assessment, but we saw a decrease in level-four performance, from 12% last year to 5% this year. Level-three performance dropped from 38% in 2010 to 30% in 2011. Level-two performance increased from 37% in 2010 to 44% in 2011, with an 8% increase in ELL performers in level one; 13% in 2010, to 21% in 2011. Additionally, students with disabilities (SWD) failed to meet Safe Harbor targets. Though 60% of our SWD passed the exam within level two and three, we saw an increase in level-one performance from 33% in 2010, to 40% in 2011. Furthermore, the percentage of SWD who took the exam, 93%, failed to meet the attendance criteria of 95%. In actuality, only two students, who failed to take both parts of the state exam, disqualified IS 93 to receive Safe Harbor progress, a technicality that will not be overlooked by our testing administrators in 2012.

Furthermore, the fact that the current NYS science results are limited, the science department has looked to other assessment tools to make a more comprehensive and relevant needs assessment for students in science. Based on teacher observations while grading the state science exam in 2011, it seems that our lower one third performers have difficulty adequately responding to extended response questions in science. This lowest third subgroup and the subgroups it's comprised of (i.e., SWD, ELLs, Hispanic males) also has difficulty making predictions based on data from a graph. Weekly analysis of student writing samples in science has also indicated that our lower one third performers are challenged by the CCSS writing standard: 1) writing arguments to support claims reasons and relevant evidence; and 2) writing informative/explanatory texts to examine topics and convey ideas through the selection, organization and analysis of relevant content, using appropriate transition words and content specific vocabulary, particularly in writing a coherent conclusion. This need has also been noted in our assessment of ELA needs. In sum, there is a need for improved writing skills in science. By raising the demands and quality of writing in science (i.e., on lab reports, extended responses, and projects), students will understand and retain the science required to perform better on our informal assessments as well as the NYS science test in 2012, specifically the extended response portion of the exam.

### **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:
- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation

#### a) strategies/activities that encompass the needs of identified subgroups

- Teaching students to use IDD and DSET organizers to communicate their science learning
- Using customized Urban Advantage rubrics for evaluation of student writing pieces
- Incorporating a variety of strategies designed to support the needs of identified subgroups (i.e., SWD, ELLs). These include: graphic organizers, tiered workstation tasks, small group instruction, student self-reflections, sentence stems and framed paragraphs, use of the DOK to develop higher level thinking skills, direct vocabulary instruction, and visual aids; teachers trained in QTEL (Quality Teaching for English Learners) will incorporate QTEL structures where appropriate

#### b) staff and other resources used to implement these strategies/activities

Science inquiry teams will meet weekly to evaluate student writing (i.e., lab reports, extended responses, IDD, DSET) for evidence of standards attained and implications for lesson planning. Our partnership with PASCO and Urban Advantage will help increase and improve student writing in the science classroom through technology and outside resources. Participating teachers will turn-key best practices at bi-weekly science department conferences. Additionally, in alignment with the NYC Instructional Expectations, the assistant principal will provide frequent cycles of feedback to strengthen teacher effectiveness in the areas of questioning and discussion. Resources such as Webb's Depths of Knowledge levels will be used to guide discussions about questioning, tasks, and the implementation of 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

An SBO agreement to alter the school schedule has enabled teachers to choose the day and time of Inquiry Team meetings (Thursdays), which is time to conduct collaborative analysis of students' written work and discuss pedagogical responses, thereby improving instruction. DYO periodic assessments were created by and are revised by teacher teams to address the science content and skills students need most in alignment with NYS science standards needed and our spiraled science curriculum maps. The work done by inquiry teams is posted on our school's website on a weekly basis. Each team also maintains an ARIS Inquiry Space. Resources such as Webb's Depths of Knowledge levels will be used to guide discussions about questioning, tasks, and the implementation of strategies/activities.

#### d) timeline for implementation

Over the course of 2011-2012, science teachers meet regularly: weekly for inquiry, bi-weekly for science department conferences, and

monthly for UA and PASCO trainings. These regular meeting are primarily for the purpose of analyzing student work and determining the strategies and activities best suited for improving science learning as evidenced by comparing student writing throughout the year culminating in June 2012. Periodic assessments are administered four times per year: October 2011, January, March, and June 2012. Adjustments to our periodic assessments and curriculum maps are finalized in June.

**Strategies to increase parental involvement**

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

Parents and family members are granted free admission to the participating Urban Development Science Institutions in the NYC area (i.e. American Museum of Natural History, Hall of Science, Bronx Zoo, Botanical Gardens). The Parent Coordinator will arrange transportation for family day learning outings to these places throughout the year.

One activity that specifically addresses this goal is a parent-student workshop offered during the school day, in the evening, and on Saturday. During this workshop, parents examine samples of student writing in science, the process involved and the alignment to the CCSS. Language interpreters will be present to support. Tips on how to help children at home will be presented. The workshop will most likely take place in our Title I Parent Library pending the number of participants. The workshop will be advertised via our website, newsletter, backpack, phone messenger, and during PTA, SLT, and Student of the Month ceremonies.

**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 becomes highly qualified, in order to achieve this goal.

All of our science teachers are HQT. To retain HQT, professional development opportunities are continually offered such as training through Urban Advantage.

**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.

In addition, Title I SWP and Title III supplemental academic programs outside of regular school hours and extended day instruction support this goal by providing participating students with opportunities to further their knowledge and understanding of science vocabulary and concepts.

**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.

FSF, Title I SWP, Title II b, and Title III will be used to achieve our science goal by funding coverage and substitutes so teachers may attend professional training. Funds are also used to provide supplemental instruction to students in the area of science writing using strategies/activities outlined above.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

*By June 2012, there will be a 5% increase in the number of students meeting or exceeding NYS Standards as measured by the NYS Mathematics Assessment, emphasizing a 5% increase in ELL and SWD subgroups.*

#### **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.

*An analysis of the data contained in the schools assessment report on the NYS mathematics state assessment was performed by a mathematics team (comprised of mathematics coaches and the assistant principal responsible for mathematics). The data indicates a decrease in students scoring level 4 in performance from 22% in 2009-2010 to 20% in 2010-2011 and an increase in the number of students scoring level 1 in performance, from 8% in 2009-2010 to 9% in 2010-2011. In the category of Students with Disabilities, there was a longitudinal decrease students scoring level 3 and 4 (43%) as 6<sup>th</sup> graders from 08-09 to 8<sup>th</sup> graders (8%) in 10/11. In the category of Limited English Proficient, similar results were noted as a longitudinal decrease students scoring level 3 and 4 (77%) as 6<sup>th</sup> graders from 08-09 to 8<sup>th</sup> graders (45%) in 10/11.*

*A comprehensive examination of available NYS math results has helped us identify the following areas for improvement by grade:*

*Grade 6: Compared to other city schools (47%), 41% of grade 6 students show an understanding of estimating percent of a quantity, and compared to other city schools (63%) only 58% of student show and understanding of adding/subtracting fractions with unlike denominators.*

*Grade 7: Compared to other city schools (55%), 45% of grade 7 students show an understanding of distinguishing between various sets or real numbers and compared to other city schools (42%), 36% show and understanding of placing rational and irrational numbers on a number line.*

*Grade 8: Compared to other city schools (37%), 28% of grade 8 students show an understanding in solving linear inequalities by combining like terms, and compared to other city schools (66%), 58% show and understanding in solving multi-step inequalities and graph the solution set on a number line.*

*The following is data regarding ELL's for grade 6 and 7. Forty-five ELL's were tested in grades 6 and 7 with the following results:*

*Grade 6: Estimating percents of a quantity - 33% proficient and adding/subtracting fractions with unlike denominators - 51% proficient*

*Grade 7: Distinguishing between various sets of real numbers - 32% proficient and placing rational and irrational numbers on a number line - 26% proficient*

### **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

- a) strategies/activities that encompass the needs of identified student subgroups,

*Professional development will be provided to teachers in the areas of data analysis, creating individualized student goals, and implementing productive student mathematical discourse. Peer grouping and small group instruction will aid teachers in supporting these interventions. Teachers will also track student improvement through Accelerated Math reports.*

- b) staff and other resources used to implement these strategies/activities

*The assistant principal and math coaches will analyze DYO data using Prosper for the purpose of measuring improvement in student performance on specific objectives identified as areas of weakness. The results will then be shared with the department through common planning and professional development sessions.*

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

*Teachers meet weekly during common planning to develop lesson plans to assist students in analyzing DYO reports that will support goal setting. DYO interventions for identified areas of weaknesses, by grade, will be implemented through the following: ARIS, Accelerated Math, Destination Math and Do Now review problems. Teachers also meet in grade level inquiry teams to share data, strategies and review student work samples. Teachers will also develop lesson plans that include questions that teachers can ask to challenge students' thinking to promote the participation of students in whole class discussions.*

- d) timeline for implementation

*Grade level pre-tests, post-tests, DYO's, and predictive assessments will be administered as an ongoing guide for instruction. Pre-tests will be given at the start of a new unit to identify strengths and weakness followed by a post-test at the completion of the unit to check for understanding and mastery. DYO assessments will be given three times during the school year - DYO #1 November 2011, DYO#2 February 2012, and DYO#3 April 2012. The NYC Predictive Assessment will be administered in January 2012.*

### **Strategies to increase parental involvement**

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

One activity that specifically addresses this goal is a parent-student workshop offered during the school day, in the evening, and on Saturday. During this workshop, parents examine samples of student tasks in math, the process involved and the alignment to the CCSS. Language interpreters will be present to support. Tips on how to help children at home will be presented. The workshop will most likely take place in our Title I Parent Library pending the number of participants. The workshop will be advertised via our website, newsletter, backpack, phone messenger, and during PTA, SLT, and Student of the Month ceremonies.

**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 becomes highly qualified, in order to achieve this goal.

All of our mathematics teachers are HQT. To retain HQT, professional development opportunities are continually offered through in-house coaching and training provided by CFN 204.

**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.

In addition, Title I SWP and Title III supplemental academic programs outside of regular school hours and extended day instruction support this goal by providing participating students with opportunities to further their knowledge and understanding of math vocabulary and concepts identified in the needs assessment.

**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.

FSF, Title I SWP, and Title III will be used to achieve our math goal by funding coverage and substitutes so teachers may attend professional training. Funds are also used to provide supplemental instruction to students in identified areas using strategies/activities outlined above.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	221	221	221	221	27	5	4	0
<b>7</b>	255	255	255	255	33	5	4	1
<b>8</b>	274	274	274	274	25	5	2	0
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	<p>Extended Day; AM Achievement Academy- Tuesday and Thursday 7:00 to 8:00; PM Achievement Academy- Monday and Wednesday 3:00 to 4:30; Saturday Achievement Academy 9:00-12:00.            Materials include <i>New York State ELA</i> by Continental Press, Study Island, and Achieve 3000.            Services are provided in small groups or through one-to-one conferences.</p>
<b>Mathematics</b>	<p>Extended Day; AM Achievement Academy- Monday and Wednesday 7:00 to 8:00; PM Achievement Academy-Tuesday and Thursday 3:00 to 4:30; Saturday Achievement Academy 9:00-12:00.            Materials include <i>New York State Mathematics</i> by Continental Press, Study Island, and Achieve 3000.            Services are provided in small groups or through one-to-one conferences.</p>
<b>Science</b>	<p>Extended Day using science information text to build literacy skills and comprehension;            Saturday school for exit projects beginning May 5, 2012 to facilitate standard setting exit projects and written reports.</p>
<b>Social Studies</b>	<p><i>Content Area Reading</i> is largely made up of nonfiction passages related to Social Studies topics. It is used during Extended Day as a supplement to other materials.</p>

<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>Weekly meetings as a team and bi-monthly meetings with identified at-risk students to help with organization, attendance, and available supports at home and in school. Most of these students have counseling in their IEPs.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>Psychologist meets with students who are at-risk for behavioral issues, have been suspended, or in crisis. Refers to outside sources, if necessary. Students may or may not have an IEP. This is done during the school day.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Social worker meets with students with temporary housing periodically to assess how they are doing and what their needs are (i.e. school uniform, meals, clothing, transportation, etc.). Meets weekly and individually with students for counseling services, providing emotional support, focusing on building confidence, raising participation, and asking for help. Students may or may not have an IEP. This service is provided during school.</p>
<p><b>At-risk Health-related Services</b></p>	<p>Nursing/first aid services and medication when necessary</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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 24Q093 **School Name:** Ridgewood Intermediate School 93

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

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

**Category:**     Basic     Focused     Comprehensive

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

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

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

*ELA - LEP and SWD did not make AYP. For LEP students, limited understanding of academic language in English (i.e. figurative language, Tier 2 vocabulary, non-fiction structures, the language of argument) contributed to below standard performance in reading and writing. In reading, assessments indicate low performance in responding accurately to inferential level questions based on grade-level text. Difficulties with written expression stem from an underdeveloped command of English structures. For SWD, only 5% self-contained and CTT were proficient in ELA. Only 9% of SETSS were proficient. Individual learning disabilities and teachers' ability to address the disabilities impacted performance on the ELA test, also in the area of answering inferential questions based on grade-level text as well as navigating the complexities of grade-level text.*

*Math - LEP and SWD did not make AYP. On grade six, LEP students and SWD demonstrated difficulty with estimating percents of a quantity and adding/subtracting fractions with unlike denominators. On grade seven, SWD and LEP were challenged by distinguishing between various sets of real numbers and placing rational and irrational numbers on a number line. On grade eight, SWD and LEP had trouble with linear inequalities, combining like terms solving multi-step inequalities, and graphing the solution set on a number line. For LEP, limited academic language was a barrier to higher performance. For SWD, individual disabilities contributed to their low performance.*

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

*School-wide instructional intervention programs in ELA and math will be offered before school, after school and on Saturdays to LEP and SWD. These students will be tracked by Academic Intervention Teams (AIT) by grade. During the school day program, special education teachers will be assigned to work with a co-teacher in either ELA or math to address the academic needs of SWD. Additional teachers trained to work with LEP will push in and co-teach with content area teachers to address the needs of LEP who are below the emerging CCSS.*

*Additionally, February Break Academy will be in session from Monday through Wednesday (2/21-2/23/12), 9:00a.m. - 12:00p.m. Services will be provided in small groups or through one-to-one conferences utilizing Study Island and Achieve 3000 computer based literacy and math programs. Additional targeted areas for instruction will be identified by analyzing DY0 data and other assessments that show specific objectives as areas of weakness.*

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**Part B: For Title I SINI Schools Only**

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

*Title I monies are scheduled in Galaxy to fund an ELA Coach and a Math Coach, the two areas identified on our NYS Report Card as in need of improvement. These two coaches provide professional development directly to individual classroom teachers who teach LEP and SWD, two subgroups identified on our Report Card as not meeting AYP.*

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

*Each new teacher is paired with a mentor for support with the development of professional practices. Specifically, teachers engage in activities such as co-planning, co-teaching, and interclass visits. Mentors serve as resources for acclimating new teachers to the school's climate. This includes, but is not limited to, school policies, classroom management, parental contact, reporting grades, obtaining supplies, utilization of technology, etc.*

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

*A letter to parents will go home with all students. The same letter will be emailed to all parents who we have email addresses for. The letter will also be posted on our school's website.*

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Diane Foley</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>093</b>
School Name <b>I.S. 93 Ridgewood Intermediate School</b>			

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

Principal <b>Edward Santos</b>	Assistant Principal <b>Catherine Fratangelo</b>
Coach <b>Dominika McPartland</b>	Coach <b>Paula Oliveri</b>
ESL Teacher <b>Sharifa Cadogan</b>	Guidance Counselor <b>Debby Hartz</b>
Teacher/Subject Area <b>Gloria Serna/Spanish</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Mildred Reyes</b>
Related Service Provider	Other
Network Leader <b>Diane Foley</b>	Other

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>6</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>1298</b>	Total Number of ELLs	<b>171</b>	ELLs as share of total student population (%)	<b>13.17%</b>
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## Part II: ELL Identification Process

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

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

1. Upon registration, certified pedagogues including the ELL coordinator or ESL and bilingual teachers perform an oral interview with the parents and children. The Home Language Identification Survey is administered (in students' native language) and when needed/possible oral translation into the native language is provided by the pedagogues. Translation services are contacted for uncommon languages as well. Teachers identify LAB- R eligibility and administer LAB-R within 10 days of the date of admission. Spanish Lab is also administered during the first ten days to ensure better placement. Students are evaluated annually using the New York State English as a Second Language Achievement Test. Based on scores, students are placed in appropriate classes and parents receive entitlement and placement letters in their native language. Teachers use data from LAB-R and NYSESLAT to guide instruction and inquiry work. Reports used to look at students performance are RNMR (which separates all modalities) and RLAT which shows performance levels and eligibility. Students are placed in classes based on their performance levels. Generally, beginners and intermediates are placed together and receive 8 periods a week of ESL instruction, as well as content instructions using ESL methods. Advanced students receive at least 4 periods a week of ESL instruction through either as a separate class or through content class ESL push-in.

NYSESLAT is administered starting in April, when students are tested on speaking by designated ESL pedagogues, then in May three modalities are tested on three separate days. Listening first, followed by reading and then by writing component. All ESL test administrators receive formal orientation on test procedures.

2. Once a student is identified as an ELL, parents meet with a certified ESL or bilingual teacher for parent orientation (this meeting usually happens on the day of registration). School pedagogues review three English language programs offered in the New York City Department of Education, parents view the orientation video and program pamphlet in their home language. Parents have the opportunity to ask questions and complete parent choice letters. If parents are not available for parent orientation, teachers call parents to schedule appointments within the first ten days of the day of admission. Parent orientation is conducted in the home language and a translator or translation services are contacted when needed. Parent choice forms are completed during parent orientation to ensure collection. Parents choose the program they are most interested in. If the program chosen is not offered at our school, the parents are given contact information to neighborhood schools that offer the program and they can choose to register their child in a different school. We keep records of parents' choices to determine the needs for new programs in our school. New ELPC screen is used to enter data into the ATS. Data entered includes LAB-R dates, parent choice and placement and it is done within 20 days on students' entry to the public school system.

3. Based on NYSESLAT and LAB-R scores, non-entitlement, entitlement and placement letters are distributed within the first month of school or when the student is placed in the program. ATS and ARIS reports are used to check and double check who the entitled students are. Students who have scored proficient on the NYSESLAT receive the non-entitlement letter. All letters are copied and kept for reference in an ESL office. The assistant principal, guidance counselor and/or the ESL coordinator perform this function to ensure that the distribution is complete. If a form is missing/not returned, telephone calls are made to get the parent to come to school. Once

HILS and Program Selection Forms are complete, ESL coordinator makes copies and stores one copie in an ESL office, in a binder. The original is returned to school secretacy to be put into students' cumulative files for further reference if needed. All data is recorded in new ELPC screen within 20 days of students' first entry into the public school system.

4. The assigned pedagogue discusses program choice with parents, reviews parent choice letters in native languages and determines placement into appropriate ESL, Dual Language or Bilingual instructional programs. When available the supervisor of ESL also participates in the process. Translators or translation services are provided when necessary.

5. Over the past few years, program choices have included the following trends: We have had no parents who chose a transitional program.

2007-2008 school year: New Admits: 100% ESL

2008-2009 school year: New Admits: ESL-95%

Dual Language- 5%

Parent choice selection changes due to new Dual Language Program:

Dual Language- (ELLs only) 10%

ESL- 90%

As of September 24, 2009:

New Admits: ESL- 75%

Dual Language- 25%

As of October 2010:

New Admits: ESL: 75%

Dual Language: 25 %

As of October 2011

New Admits: ESL:88%

Dual Language:12% (due to the change in DL structure now offered only to English proficient students)

6. Program models of English as a Second Language offered in our school are aligned with parent requests and if a request is not offered at our school, parents are informed of options available at the nearest school. We have not had a parent choose another school because we could not accommodate their need. We keep an excell file with students LAB-r and Spanish LAB scores, as well as parent choices of programs. We examine this data to look at the trends. If we have fifteen parents choosing a program we do not currently offer, we will apply to open the program.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							1	1	1					3
<b>Push-In</b>							4	4	5					13
<b>Total</b>	0	0	0	0	0	0	5	5	6	0	0	0	0	16

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	171	Newcomers (ELLs receiving service 0-3 years)	101	Special Education	31
SIFE	18	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	53

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	101	12	7	17	4	4	53	2	20	171
<b>Total</b>	<b>101</b>	<b>12</b>	<b>7</b>	<b>17</b>	<b>4</b>	<b>4</b>	<b>53</b>	<b>2</b>	<b>20</b>	<b>171</b>

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

### C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							40	41	42					123
Chinese							1	3	3					7
Russian									1					1
Bengali														0
Urdu														0
Arabic							7	4	9					20
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							7							7
Albanian							1	5						6
Other							3	2	2					7
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>59</b>	<b>55</b>	<b>57</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>171</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. In the ESL program, the instructional model is a stand alone model for our true beginner ELLs using a program titled English Now!. All classes are departmentalized and students move from room to room with their class. All other ELLs receive services via a push-in/co-teaching model or a combination of self-contained and push-in. Students are grouped by grade and are heterogeneously grouped by proficiency level to the extent possible.

2. There are six certified ESL teachers and two certified content teachers with bilingual extensions. In the ESL program, there are two full ESL classes on each grade level. ELLs not in designated ESL classes are serviced by an ESL certified teacher via a push-in model.

## A. Programming and Scheduling Information

Beginner and intermediate ELLs receive eight periods (180 minutes) of instruction by a certified ESL teacher. Advanced ELLs receive four periods (360 minutes) of instruction by a push-in ESL teacher. To the extent possible, the ESL teacher pushes in to the ELA classroom.

3. In the ESL program model, content is delivered in English with native language support. ESL teachers, provide students with native language glossaries and dictionaries, and if available with native language textbooks and readings. We currently have resources in Spanish, Arabic, Chinese, Tibetan, Polish and Albanian and ESL are multilingual and provide on the spot support with vocabulary and comprehension development. The school uses a workshop model (balanced literacy approach) for all content areas. The ESL teachers use the same model adapted with QTEL techniques. Content and ESL teachers are encouraged to plan cooperatively to the extent possible during common planning periods. All teachers use Inquiry Team methods to study ARIS and ATS data to drive their instruction. Every staff member is a member of a subject Inquiry Team by grade. Teachers are aware of the ELLs in their classes and discuss the needs of the ELLs in their classes at team meetings. All teachers of ELLs were recently canvassed and Professional Development sessions are being encouraged so that ALL teachers of ELLs will complete the required 10 hours of PD by the end of June 2012.

4. To the extent possible and in languages spoken by our staff, the initial evaluation is based on informal interview in students' native language about their studying/reading habits, attitude towards education, as well as hobbies and interests. The formal part includes a short baseline in math and writing. Students whose native language is Spanish are evaluated with the Spanish Lab and ALLD (if the student is identified as SIFE). Writing and math baseline assessments are evaluated and shared with content teachers. Spanish speaking students take a computerized reading level determination pre-test on Achieve3000 in Spanish in addition to the English one.

5a. ELL and content teachers are trained to meet the needs of ELLs with interrupted formal education. Training includes QTEL, interclass visitation, interschool visitation, professional study groups, and coaching. Teachers also meet to collaborate during common planning periods. These professional development sessions include instructional techniques for SIFE students. SIFE grants are used to train teachers of ELLs in content area programs such as Achieve3000 and Destination Math. These programs are used with our SIFE students as a form of academic interventions. Parent Workshops are also offered to familiarize parents with the programs and facilitate their use at home. Students are also given support outside the classroom including Saturday school, vacation school, and summer school that focus on English and native language support. The ESL inquiry and AIT teams examine student data and reviews students' needs to prepare and implement appropriate academic interventions.

5b. Students in the US for less than three years are assessed in their English and Native language proficiency. When they first arrive, they are tested with the LAB-R and Spanish Lab, at the end of that year, the NYSESLAT and ELE (for students in DL). During the year students are also evaluated with the ELL Periodic Assessment and through Achieve3000 on their reading levels. Teachers use these scores to guide instruction. Once in the classroom, teachers make observations and assessments of daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various ongoing assessment tools including the QRI-4 and interim assessments. In the native language, students are tested using the ALLD and EDL2 to determine Spanish proficiency. Based on assessment, students receive explicit instruction to develop their speaking and listening and reading and writing proficiency. Students are held to the same ELA standards as non ELLs and teachers scaffold lessons to reach the same goals as English proficient students. Teachers of ELLs have high expectations as well as provide high levels of support.

5c. ELL and Content teachers are trained to teach ELLs receiving service 4-6 years using various linguistic and scaffolding strategies. Teachers work together to assess student instructional needs using formal and informal assessment including ongoing observations, QRI-4, Periodic Assessments, and NYSESLAT data. Literacy and language needs by modality are determined. Teachers meet during common planning and coaching conferences to discuss specific instructional needs. Literacy is developed through individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries, and dictionaries.

5d. ELL and content teachers are trained to meet the needs of long term ELLs. Training includes QTEL, interclassroom visitation, interschool visitation, professional study groups, and coaching. Teachers also meet to collaborate during common planning periods and discuss instructional plan for building academic language and literacy needs. These professional developments guide instruction of Long Term ELLs. Teachers use appropriate scaffolding strategies to target the needs of ELLs. Long Term ELL grants are used to train teachers of ELLs in content area programs such as Achieve3000 and Destination Math. These programs are used with our ELLs as a form of academic interventions. Parent Workshops are also offered to familiarize parents with the programs and facilitate their use at home.

## A. Programming and Scheduling Information

Students are also given support outside the classroom including Saturday school, vacation school, and summer school that focus on English and native language support. The ESL inquiry team examines student data and reviews students' needs to prepare and implement appropriate academic interventions such as specific guided instruction.

6. ELL, content and special education teachers are trained to meet the needs of LEP students with IEPs. Professional development includes QTEL training, interclassroom visitation, interschool visitation, professional study groups, and coaching. Those teachers also meet to collaborate during common planning periods. Students are given support outside the classroom including morning and after-school programs, Saturday school, vacation, and summer programs that focus on native language and English support. The ESL inquiry and Academic Intervention teams examine student data and review students' needs to prepare and implement appropriate academic interventions.

Teachers of ELL-SWDs use a variety of strategies and grade level materials that provides access to academic content areas and accelerates English language development. For example, graphic organizers, "juicy sentences" activities, read alouds, turn and talk, daily use of the seven comprehension strategies, guided instruction in small groups and one on one conferences are just a few of such strategies. In addition, we have a wealth of technological resources to foster academic success for our ELL-SWDs. Every student has their own laptop computer for use in school. Interactive technology programs include: BrainPOP (and BrainPop ESL), Achieve3000, and Accelerated

### 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%	modifications provide differentiation and scaffolding where needed. Teachers provide small group instruction and one on one conferences when necessary. In addition, programming considerations are made with regard to student placement. ELL-SWDs are placed in classes where additional supports are provided all day (e.g. ICT or SETSS classes) in addition to the push-in ESL teacher.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

### Courses Taught in Languages Other than English ⓘ

## B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What are the most common reasons for ELLs not attending school?

## B. Programming and Scheduling Information--Continued

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

8. I.S. 93 uses data (i.e. a mathematics and writing baseline assessment, the ELL periodic Assessment, NYSESLAT and teacher made quizzes/tests) to target ELL interventions. Classes are programmed based on this data in order to best support our ELLs. ELL teachers co-plan and co-teach with content teachers. Teachers meet weekly to examine student work and determine action plans for individual students. Students receive small group and guided instruction and use support resources such as books on tape according to proficiency and language needs. Daily classroom instruction is in English (where ELLs are serviced via push-in (for intermediate and advanced) or self-contained/independent for beginner ELLs). ELLs receive native language support such as bilingual libraries, translation glossaries, and bilingual dictionaries. Some of the languages available are Spanish, Arabic, Polish, Albanian, Russian, and Romanian. Technology based interventions for ELLs, and specifically SIFE and Long Term ELLs, include Achieve 3000 and Destination Math in both Spanish and English. During our Saturday Language Learner Academy, students are able to receive native language support using native language reading books and technology such as Rosetta Stone.

9. All former ELLs (two years or less) receive extended time for all NYS exams. In addition, bilingual dictionaries are provided to the same specifications as current ELLs. All former ELLs are invited to attend additional classes on NYSESLAT preparation. To the extent possible, former ELLs are placed in classes of ESL licensed teachers. Teachers of former ELLs are trained in the appropriate ways to scaffold instruction when needed. Many of the teachers who teach former ELLs have attended QTEL training. After careful examining data, students are placed in classes that appropriately support their language needs. Former ELLs that need a more rigorous curriculum are placed in our SP classes. Students that need literacy support are placed in ICT classes. When possible, students are placed in a class that is currently servicing ELLs. Former ELLs are also offered enrichment through title III and continue to receive access to Achieve3000. All students at I.S. 93 are given native language support including bilingual dictionaries, native language libraries and independent reading books.

10. For the upcoming school year, I.S. 93 offers a true "beginner" curriculum titled English Now!

11. Our Dual Language Program has been discontinued due to low enrollment.

12a. ELLs are offered opportunities to attend all school programs including Regents and Specialized High School Prepration classes. All ELLs are mandated to attend our morning Extended Day Program from 8:00 - 8:37. There is a Title III Saturday Language Learner Academy which provides ESL services to ELLs from 9:00 to 12:00 a.m. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Students develop oral reading proficiency through use of Achieve3000 and Rosetta Stone. Students receive native language support through the use of native language libraries and native language independent reading books. Each student has access to books in their native language. In addition, this program includes a series of excursions.

12b. Before and After school Programs meet during the week both before and after school. These programs are designed to immerse ELLs in the academic environment in order to enhance their learning and to assist in attaining language proficiency. The instruction focuses on native language fluency, cultural recognition, and using technology to attain fluency. Students use Rosetta Stone for explicit instruction in English, practicing sight words, phonics and vocabulary in content. In addition, students use audio books, computer assisted and leveled libraries. Title III and a SIFE/LTE grant fund these programs.

13. Instructional materials include technology, assessment tools, literature, and supplies. A new program, English Now!, was purchased this year for beginner ELLs. All ELLs have daily access to computers and Smartboards in all content areas. Computer based literacy

## 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?
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13. Instructional materials include technology, assessment tools, literature, and supplies. A new program, English Now!, was purchased this year for beginner ELLs. All ELLs have daily access to computers and Smartboards in all content areas. Computer based literacy programs such as Achieve3000 (for ELA) and Accelerated Math (for math) are also used to enhance student performance. These programs

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

**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)?

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

**D. Professional Development and Support for School Staff**

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

1. IS 93 was once designated as a QTEL (Quality Teaching for English Learners) Demonstration Site. To date, approximately 40% of our teachers have completed QTEL Training. The Principal and three assistant principals also completed the QTEL institute. Seventy five percent of teachers who teach our ESL eligible students are QTEL trained. All new teachers and content teachers that teach classes with ELLs will be encouraged to attend trainings in the upcoming school year. QTEL professional development will continue in the 2011-2012 school year focusing on ways to build higher quality interactions among ELLs and to prepare lessons that reflect academic rigor and high expectations in all content areas.

All teachers of ESL students at I.S. 93 have engaged in in-house technology training. These teachers use Smartboard technology and the internet regularly to enhance instruction and make content more accessible to our ELLs. Currently all classrooms have accessible laptops attached to a school wide server.

The ESL department (the designated Assistant Principal and ESL Coordinator) designs, plans and delivers on-going professional development throughout the year. This PD is delivered monthly in the school calendar designated as Professional Development. The department members also collaborate with other subjects such as ELA and Social Studies to update the training that other subject area teachers receive in the respective subjects. Throughout the school year, teachers of ELLs receive coaching in scaffolding strategies, teaching ELLs in the content areas, accountable talk, and building literacy and academic language. Teachers also have opportunities to participate in inter-classroom visitations to develop teaching skills. Monthly meetings to support ELLs will continue and include inquiry team meetings to discuss data, AIT meetings, professional books studies, and workshops on topics such as unpacking the NYSESLAT and maximizing the use of dictionaries as a testing modification.

This year's PD plan for 2011-2012 is as follows (all teachers of ELLs are invited to attend):

September: data analysis (NYSESLAT and baselines)

October: Achieve 3000

November: Alignment of CCSS

December: Text Exemplars and SIFE/LTE modifications

January: book study title is Scaffolding the Academic Success of Adolescent English Language Learners by Aida Walqui and Leo van Lier

February: Video analysis

March: Construction of Meaning

April: NYSESLAT components

May: book study title is Preventing Long Term Els by Margarita Calderon and Liliana Minaya Rowe

June: analysis of growth

2. In May, an articulation team visits with our feeder schools to gather information about students in order to be better prepared for their arrival to middle school. Our school's ELL guidance counselor attends these visits with a school supervisor and special education coordinator. Our school also assists incoming ELLs in the transition from elementary to middle school by opening our doors for an open house in September for students and families. Elementary students are invited to participate in a summer program with our middle school students. In order to support the ELLs transition from middle school to high school, the guidance department offers High School Open

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3. I.S.93 trains all staff to support ELLs. Teachers are invited to all meetings including training on using Achieve3000, Accelerated Math, unpacking the NYSESLAT and using data to guide instruction. Content teachers of ELLs are invited to participate in ESL department book studies and Professional Development Sessions offered by our ESL Network Specialists and/or ESL Department Coordinator. All content teachers are also encouraged to attend courses in colleges which offer ESL or Bilingual extensions. A binder is kept in the ESL office noting courses taken by teachers of ELLs. Courses include QTEL, and topics such as:

Brain Research: Keeping ELLS in Mind

## 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)		
<p>1. I.S. 93 was once designated as a QTEL (Quality Teaching for English Learners) Demonstration Site. To date, approximately 40% of our teachers have completed QTEL Training. The Principal and the assistant principals also completed the QTEL institute. Seventy five percent of teachers who teach our ESL eligible students are encouraged to teach classes with ELLs. We will be encouraged to attend trainings in the school year focusing on ways to raise higher quality expectations in all content areas.</p>	<p>Teaching for English Learners) Demonstration Site. To date, approximately 40% of our teachers have completed QTEL Training. The Principal and the assistant principals also completed the QTEL institute. Seventy five percent of teachers who teach our ESL eligible students are encouraged to teach classes with ELLs. We will be encouraged to attend trainings in the school year focusing on ways to raise higher quality expectations in all content areas.</p>		
	Dual Language		
	Freestanding ESL		
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

participate in inter-classroom visitations to develop teaching skills. Monthly meetings to support ELLs will continue and include inquiry team meetings to discuss data, AIT meetings, professional books studies, and workshops on topics such as unpacking the NYSESLAT and maximizing the use of dictionaries as a testing modification.

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Brain Research: Keeping ELLs in Mind

Common Core Learning Standards for Mathematical Practices for ELLs

## E. Parental Involvement

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

1. The Parent Coordinator conducts monthly meetings and/or workshops, providing translation when needed. ESL and computer classes are offered to parents at various times throughout the year.

A "Parent Library" will be available for parents in January 2012 every Saturday from 9:00 - 12:00 (supervised by our Parent Coordinator). Computers will also be available for use.

Targeted audience workshops for parents of students with disabilities and ELL's regarding the Common Core State Standards will be offered (organized through our Parent Coordinator).

The School Leadership Team meets monthly. Members inform parents of CEP initiatives and activities.

The school's Principal conducts quarterly meetings with the PTA executive board and meets monthly with the Title I Parent Involvement Committee to discuss recommendations for how to use Title I Parent Involvement Funds.

I.S.93 now holds an annual meeting to inform parents of the school's participation in Title I, Part A programs and offers all parents the chance to participate on the Title I Parent Involvement Committee, which recommends to the SLT ways to use Title I funds (1% Set Aside) to promote parent involvement.

Translation equipment has been purchased using Title I funds (1% Set Aside) for meetings and translators are contracted as needed through Legal Interpretation Services.

ARIS training is also provided on a one to one level when requested (also through our Parent Coordinator).

Monthly PTA meetings encourage parent participation in school events (i.e. fund raising, chaperoning school dances, etc.).

2. Our Beacon Program provides support for our ELLs every day after school and on Saturdays through workshops and fieldtrips.

We also have partnership with the Queens Public Library which is located right across the street from our school. The library offers our students tutoring and homework help every day from 3:00 - 6:00 p.m.

3. Parent Needs are determined by: Surveys, personal requests, meetings and through email. Our parent coordinator responds immediately via email and/or sets up necessary meetings (with translation) when requested. Surveys are analyzed by the SLT and school's Academic Leadership Team. Changes are made based on survey outcomes.

4. Many activities are directed to meet the needs of the parents. For example, English and computer classes are offered to assist parents in learning English in order to overcome language barriers and to help parents communicate better with our school community. Computer classes enable parents to stay connected with their child's progress through ARIS. As well, our parents can peruse our school's website for information. Workshops like gang awareness keep them informed of the colors and what to look for. PTA meetings include presentations from health clinics to inform parents of available health insurance regardless of their immigrant status.

High school workshops assist families in choosing the best High School. Depending on the needs they are oriented on a one to one basis.

We also maintain parent communication through the following:

- I.S. 93 website
- Backpack notices
- Monthly parent newsletter
- Student planners
- Parent Coordinator bulletin board
- PTA bulletin board

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## B. Programming and Scheduling Information--Continued

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

8. I.S. 93 uses data (i.e. a mathematics and writing baseline assessment, the ELL periodic Assessment, NYSESLAT and teacher made quizzes/tests) to target ELL interventions. Classes are programmed based on this data in order to best support our ELLs. ELL teachers co-plan and co-teach with content teachers. Teachers meet weekly to examine student work and determine action plans for individual students. Students receive small group and guided instruction and use support resources such as books on tape according to proficiency and language needs. Daily classroom instruction is in English (where ELLs are serviced via push-in (for intermediate and advanced) or self-contained/independent for beginner ELLs). ELLs receive native language support such as bilingual libraries, translation glossaries, and bilingual dictionaries. Some of the languages available are Spanish, Arabic, Polish, Albanian, Russian, and Romanian. Technology based interventions for ELLs, and specifically SIFE and Long Term ELLs, include Achieve 3000 and Destination Math in both Spanish and English. During our Saturday Language Learner Academy, students are able to receive native language support using native language reading books and technology such as Rosetta Stone.

9. All former ELLs (two years or less) receive extended time for all NYS exams. In addition, bilingual dictionaries are provided to the same specifications as current ELLs. All former ELLs are invited to attend additional classes on NYSESLAT preparation. To the extent possible, former ELLs are placed in classes of ESL licensed teachers. Teachers of former ELLs are trained in the appropriate ways to scaffold instruction when needed. Many of the teachers who teach former ELLs have attended QTEL training. After careful examining data, students are placed in classes that appropriately support their language needs. Former ELLs that need a more rigorous curriculum are placed in our SP classes. Students that need literacy support are placed in ICT classes. When possible, students are placed in a class that is currently servicing ELLs. Former ELLs are also offered enrichment through title III and continue to receive access to Achieve3000. All students at I.S. 93 are given native language support including bilingual dictionaries, native language libraries and independent reading books.

10. For the upcoming school year, I.S. 93 offers a true "beginner" curriculum titled English Now!

11. Our Dual Language Program has been discontinued due to low enrollment.

12a. ELLs are offered opportunities to attend all school programs including Regents and Specialized High School Prepration classes. All ELLs are mandated to attend our morning Extended Day Program from 8:00 - 8:37. There is a Title III Saturday Language Learner Academy which provides ESL services to ELLs from 9:00 to 12:00 a.m. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Students develop oral reading proficiency through use of Achieve3000 and Rosetta Stone. Students receive native language support through the use of native language libraries and native language independent reading books. Each student has access to books in their native language. In addition, this program includes a series of excursions.

12b. Before and After school Programs meet during the week both before and after school. These programs are designed to immerse ELLs in the academic environment in order to enhance their learning and to assist in attaining language proficiency. The instruction focuses on native language fluency, cultural recognition, and using technology to attain fluency. Students use Rosetta Stone for explicit instruction in English, practicing sight words, phonics and vocabulary in content. In addition, students use audio books, computer assisted and leveled libraries. Title III and a SIFE/LTE grant fund these programs.

13. Instructional materials include technology, assessment tools, literature, and supplies. A new program, English Now!, was purchased this year for beginner ELLs. All ELLs have daily access to computers and Smartboards in all content areas. Computer based literacy

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13. Instructional materials include technology, assessment tools, literature, and supplies. A new program, English Now!, was purchased this year for beginner ELLs. All ELLs have daily access to computers and Smartboards in all content areas. Computer based literacy programs such as Achieve3000 (for ELA) and Accelerated Math (for math) are also used to enhance student performance. These programs

## 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)?

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. QRI-4 is used to determine reading levels (aside from our "beginner" ELLs). All of our ELLs assessed by QRI4 have scored between third and 7th grade. (The majority on 3rd, 4<sup>th</sup> and 5<sup>th</sup>). Beginner students are assessed with Achieve3000 which determines their lexile levels. The results range from pre-leveled to second grade for our beginner ELLs. Achieve3000 is offered in two languages - English and Spanish and measures lexile levels in Spanish as well. Our beginner ELL students are usually at the second or third grade reading levels. The LAB-R is also given in both Spanish and English to our newcomers. It provides us with initial data regarding early literacy skills in reading, writing, and listening. We place students in classes based on the results. The ALLD assesses literacy and mathematics for our newcomer SIFE students. We use these results to determine the grade level of our Spanish-speaking newcomers. We often find that SIFE students are pre-literate in their native language. Teachers use this data to differentiate instruction, to plan intervention for small groups and individual students.

2. As of Oct 26, 2011, Grade 6 had 3 beginners, 17 intermediate and 46 advanced ELLs. In grade 7, there were 10 beginners, 18 intermediates and 22 advanced ELLs. In grade 8 there were 18 beginners, 24 intermediates and 21 advanced ELLs. Most of our beginners are concentrated on 8<sup>th</sup> grade and advanced on 6<sup>th</sup> grade. Almost all our ELLs with exception of a few advance at least one level each year. Twenty percent of our ELLs became proficient last year, some of them came in as beginners the same year. Unfortunately, our ELL's have great difficulty on standardized tests and score in the lower percentiles.

3. Teachers use NYSESLAT modality patterns to guide instruction:

Speaking and Listening- Students need explicit instruction to develop their speaking and listening proficiency. Therefore, read alouds and shared reading experiences need to be a part of each instructional day. Students need to be encouraged and expected to engage in accountable discussions about content specific topics to develop oral fluency. Students should be given regular chances to listen to books on tape and respond to them orally. Students need to participate more in 1 to 1 conferences with teachers as well as in guided group instruction.

Reading and Writing- Students need to be given explicit instructional experiences that develop comprehension, fluency, phonics skills, and word recognition/vocabulary. Classroom libraries are offered in a wide range of independent reading selections in a variety of genre from reading levels ranging from emergent reader to fluent reader (based on Fountas and Pinnell A to Z leveling system). Students need to read independently every day. Students engage in guided reading and writing groups based on his or her reading and writing needs. Teachers need a wider collection of instructional texts and technology for whole class, small group, and individual instruction that develops reading fluency using indicators such as expression, phrasing, rate and accuracy.

4.

A. In grade six, 23 ELLs scored at performance level one on the ELA State Assessment and 16 scored at performance level one on the

## 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.

## D. Professional Development and Support for School Staff

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

1. IS 93 was once designated as a QTEL (Quality Teaching for English Learners) Demonstration Site. To date, approximately 40% of our teachers have completed QTEL Training. The Principal and three assistant principals also completed the QTEL institute. Seventy five percent of teachers who teach our ESL eligible students are QTEL trained. All new teachers and content teachers that teach classes with ELLs will be encouraged to attend trainings in the upcoming school year. QTEL professional development will continue in the 2011-2012 school year focusing on ways to build higher quality interactions among ELLs and to prepare lessons that reflect academic rigor and high expectations in all content areas.

All teachers of ESL students at I.S. 93 have engaged in in-house technology training. These teachers use Smartboard technology and the internet regularly to enhance instruction and make content more accessible to our ELLs. Currently all classrooms have accessible laptops attached to a school wide server.

The ESL department (the designated Assistant Principal and ESL Coordinator) designs, plans and delivers on-going professional development throughout the year. This PD is delivered monthly in the school calendar designated as Professional Development. The department members also collaborate with other subjects such as ELA and Social Studies to update the training that other subject area teachers receive in the respective subjects. Throughout the school year, teachers of ELLs receive coaching in scaffolding strategies, teaching ELLs in the content areas, accountable talk, and building literacy and academic language. Teachers also have opportunities to participate in inter-classroom visitations to develop teaching skills. Monthly meetings to support ELLs will continue and include inquiry team meetings to discuss data, AIT meetings, professional books studies, and workshops on topics such as unpacking the NYSESLAT and maximizing the use of dictionaries as a testing modification.

This year's PD plan for 2011-2012 is as follows (all teachers of ELLs are invited to attend):

September: data analysis (NYSESLAT and baselines)

October: Achieve 3000

November: Alignment of CCSS

December: Text Exemplars and SIFE/LTE modifications

January: book study title is Scaffolding the Academic Success of Adolescent English Language Learners by Aida Walqui and Leo van Lier

February: Video analysis

March: Construction of Meaning

April: NYSESLAT components

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June: analysis of growth

2. In May, an articulation team visits with our feeder schools to gather information about students in order to be better prepared for their arrival to middle school. Our school's ELL guidance counselor attends these visits with a school supervisor and special education coordinator. Our school also assists incoming ELLs in the transition from elementary to middle school by opening our doors for an open house in September for students and families. Elementary students are invited to participate in a summer program with our middle school students. In order to support the ELLs transition from middle school to high school, the guidance department offers High School Open Houses, interschool visitations, information meetings, and small group counseling. Small group counseling consists of 4-6 students and focuses on the high school application process. Once a semester, guidance counselors speak with ELL classes/students regarding high

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May: book study title is Preventing Long Term Els by Margarita Calderon and Liliana Minaya Rowe

June: analysis of growth

2. In May, an articulation team visits with our feeder schools to gather information about students in order to be better prepared for their arrival to middle school. Our school's ELL guidance counselor attends these visits with a school supervisor and special education coordinator. Our school also assists incoming ELLs in the transition from elementary to middle school by opening our doors for an open house in September for students and families. Elementary students are invited to participate in a summer program with our middle school students. In order to support the ELLs transition from middle school to high school, the guidance department offers High School Open Houses, interschool visitations, information meetings, and small group counseling. Small group counseling consists of 4-6 students and focuses on the high school application process. Once a semester, guidance counselors speak with ELL classes/students regarding high schools and guides students through the application process. I.S. 93 works closely with ELL Network Support Specialists. Supervisors and teachers attend workshops facilitated by these specialists in order to help with maintaining a smooth transition from elementary to middle school as well as within grades in middle school. This year, we geographically housed our sixth graders in a separate wing of the building and provide them with a separate lunch period.

3. I.S.93 trains all staff to support ELLs. Teachers are invited to all meetings including training on using Achieve3000, Accelerated Math, unpacking the NYSESLAT and using data to guide instruction. Content teachers of ELLs are invited to participate in ESL department book studies and Professional Development Sessions offered by our ESL Network Specialists and/or ESL Department Coordinator. All content teachers are also encouraged to attend courses in colleges which offer ESL or Bilingual extensions. A binder is kept in the ESL office noting courses taken by teachers of ELLs. Courses include QTEL, and topics such as:

Brain Research: Keeping ELLS in Mind

Common Core Learning Standards for Mathematical Practices for ELLs

## E. Parental Involvement

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

1. The Parent Coordinator conducts monthly meetings and/or workshops, providing translation when needed. ESL and computer classes are offered to parents at various times throughout the year.

A "Parent Library" will be available for parents in January 2012 every Saturday from 9:00 - 12:00 (supervised by our Parent Coordinator). Computers will also be available for use.

Targeted audience workshops for parents of students with disabilities and ELL's regarding the Common Core State Standards will be offered (organized through our Parent Coordinator).

The School Leadership Team meets monthly. Members inform parents of CEP initiatives and activities.

The school's Principal conducts quarterly meetings with the PTA executive board and meets monthly with the Title I Parent Involvement Committee to discuss recommendations for how to use Title I Parent Involvement Funds.

I.S.93 now holds an annual meeting to inform parents of the school's participation in Title I, Part A programs and offers all parents the chance to participate on the Title I Parent Involvement Committee, which recommends to the SLT ways to use Title I funds (1% Set Aside) to promote parent involvement.

Translation equipment has been purchased using Title I funds (1% Set Aside) for meetings and translators are contracted as needed through Legal Interpretation Services.

ARIS training is also provided on a one to one level when requested (also through our Parent Coordinator).

Monthly PTA meetings encourage parent participation in school events (i.e. fund raising, chaperoning school dances, etc.).

2. Our Beacon Program provides support for our ELLs every day after school and on Saturdays through workshops and fieldtrips.

We also have partnership with the Queens Public Library which is located right across the street from our school. The library offers our students tutoring and homework help every day from 3:00 - 6:00 p.m.

3. Parent Needs are determined by: Surveys, personal requests, meetings and through email. Our parent coordinator responds immediately via email and/or sets up necessary meetings (with translation) when requested. Surveys are analyzed by the SLT and school's Academic Leadership Team. Changes are made based on survey outcomes.

4. Many activities are directed to meet the needs of the parents. For example, English and computer classes are offered to assist parents in learning English in order to overcome language barriers and to help parents communicate better with our school community. Computer classes enable parents to stay connected with their child's progress through ARIS. As well, our parents can peruse our school's website for information. Workshops like gang awareness keep them informed of the colors and what to look for. PTA meetings include presentations from health clinics to inform parents of available health insurance regardless of their immigrant status.

High school workshops assist families in choosing the best High School. Depending on the needs they are oriented on a one to one basis.

We also maintain parent communication through the following:

- I.S. 93 website
- Backpack notices
- Monthly parent newsletter
- Student planners
- Parent Coordinator bulletin board
- PTA bulletin board

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- Parent Coordinator bulletin board
- PTA bulletin board
- SLT meetings

# 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)							8	14	17					39
Intermediate(I)							17	15	23					55
Advanced (A)							35	20	16					71
Total	0	0	0	0	0	0	60	49	56	0	0	0	0	165

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	4	3				
	I							9	4	10				
	A							35	21	20				
	P							26	28	20				
READING/ WRITING	B							1	14	10				
	I							15	16	23				
	A							23	19	9				
	P							33	12	22				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	23	26	4	0	53
7	17	28	1	0	46
8	19	27	4	0	50
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									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	16		34		8		4		62
7	14		24		14		4		56
8	13		19		26		4		62
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									0
8	11		22		16		3		52
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	8		8	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	13	9	5	12	41	23	17	19
Chinese Reading Test								

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

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

1. QRI-4 is used to determine reading levels (aside from our "beginner" ELLs). All of our ELLs assessed by QRI4 have scored between third and 7th grade. (The majority on 3rd, 4<sup>th</sup> and 5<sup>th</sup>). Beginner students are assessed with Achieve3000 which determines their lexile levels. The results range from pre-leveled to second grade for our beginner ELLs. Achieve3000 is offered in two languages - English and Spanish and measures lexile levels in Spanish as well. Our beginner ELL students are usually at the second or third grade reading levels. The LAB-R is also given in both Spanish and English to our newcomers. It provides us with initial data regarding early literacy skills in reading, writing, and listening. We place students in classes based on the results. The ALLD assesses literacy and mathematics for our newcomer SIFE students. We use these results to determine the grade level of our Spanish-speaking newcomers. We often find that SIFE students are pre-literate in their native language. Teachers use this data to differentiate instruction, to plan intervention for small groups and individual students.

2. As of Oct 26, 2011, Grade 6 had 3 beginners, 17 intermediate and 46 advanced ELLs. In grade 7, there were 10 beginners, 18 intermediates and 22 advanced ELLs. In grade 8 there were 18 beginners, 24 intermediates and 21 advanced ELLs. Most of our beginners are concentrated on 8<sup>th</sup> grade and advanced on 6<sup>th</sup> grade. Almost all our ELLs with exception of a few advance at least one level each year. Twenty percent of our ELLs became proficient last year, some of them came in as beginners the same year. Unfortunately, our ELL's have great difficulty on standardized tests and score in the lower percentiles.

3. Teachers use NYSESLAT modality patterns to guide instruction:  
 Speaking and Listening- Students need explicit instruction to develop their speaking and listening proficiency. Therefore, read alouds and shared reading experiences need to be a part of each instructional day. Students need to be encouraged and expected to engage in accountable discussions about content specific topics to develop oral fluency. Students should be given regular chances to listen to books on tape and respond to them orally. Students need to participate more in 1 to 1 conferences with teachers as well as in guided group instruction.

Reading and Writing- Students need to be given explicit instructional experiences that develop comprehension, fluency, phonics skills, and word recognition/vocabulary. Classroom libraries are offered in a wide range of independent reading selections in a variety of genre from reading levels ranging from emergent reader to fluent reader (based on Fountas and Pinnel A to Z leveling system). Students need to read independently every day. Students engage in guided reading and writing groups based on his or her reading and writing needs. Teachers need a wider collection of instructional texts and technology for whole class, small group, and individual instruction that develops reading fluency using indicators such as expression, phrasing, rate and accuracy.

4.  
 A. In grade six, 23 ELLs scored at performance level one on the ELA State Assessment and 16 scored at performance level one on the

## 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.

## Part VI: LAP Assurances

<b>School Name:</b> <b>I.S. 93</b>		<b>School DBN: 24Q093</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Santos	Principal		11/21/11
Catherine Fratangelo	Assistant Principal		11/21/11
Mildred Reyes	Parent Coordinator		11/21/11
Dominika McPartland	ESL Teacher		11/21/11
	Parent		
Sharifa Cadogan	Teacher/Subject Area		11/21/11
Gloria Serna	Teacher/Subject Area		11/21/11
Paula Oliveri	Coach		11/21/11
	Coach		
Debby Hartz	Guidance Counselor		11/21/11
Diane Foley	Network Leader		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: 24Q093 School Name: Ridgewood Intermediate School

Cluster: 2 Network: 4

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

### **Part A: Needs Assessment Findings**

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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.

The school uses several sources of data. We use the ATS Home Language report, feedback from parents (obtained via email or oral discussion at PTA, SLT or face to face meetings), as well as, anecdotal data obtained from parent surveys. Our Parent Coordinator is our point person for making arrangements for translations for Parent Information Night, Parent/Student award ceremonies and for School Assemblies that are held after regular school hours.

- The Principal, Parent Coordinator and Pupil Accounting Secretary review the Home Language Report from ATS (RHLA) to determine the languages spoken by the families of our students.
- Twice a year, Parent Surveys are given during Parent Teacher conferences. Several questions specifically address how the school communicates with parents.
- For new admits to the school, the pupil accounting secretary surveys the parent during registration to determine translation needs.

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.

- It was determined that thirty seven different languages are spoken by students of I.S. 93 and their families. Forty-one percent speak Spanish, two percent speak Arabic, four percent speak Chinese, and five percent speak Polish. Along with this data, the team also looked at the "softer" data from our surveys concerning the parents' perceptions of how I.S. 93 communicates with them regarding their children. These two forms guided our initiatives to support translation services.
- It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents occur that require parents to come to school to discuss academic or discipline issues. It was also determined that parents wanted translations of documents that get sent home in the book bags of students with announcements and memos concerning a variety of topics from the school

such as parent conferences, PA meetings, monthly newsletters, etc.

## Part B: Strategies and Activities

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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.

- NYCDOE translation services will be utilized when documents are deemed critical or sensitive. We will rely on the accuracy of this service for sensitive, timely or private information that requires the highest level of accuracy to the original documents.
- In-house staff such as our Spanish, Arabic, Chinese, and Polish speaking persons will translate written documents, such as letters and the Parent Coordinator's monthly Parent Newsletter.
- The documents that are provided by the OELL are used to communicate the processes of ELLs regarding school procedures.

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.

- Translators (with appropriate transmission equipment) are used for after-school parent meetings such as Open School Night, PA meetings and other informational school meetings for parents. Parents wear the headphones and hear nearly instantaneous translations of the presentations. We have four channels and have offered Spanish, Polish, Arabic and Romanian.
- For the past three years, we have also offered sign language interpreters for Parent Teacher Conferences and school-wide activities (i.e. graduation).
- Title I translation and Tax Levy funds are used to pay for outside contractors during parent teacher conferences and workshops when needed.
- Guidance counselors, deans and the Parent Coordinator use the free NYCDOE phone conference translation service for parent conferences.
- In-house staff such as our Spanish, Arabic, Chinese, and Polish speaking persons translate oral person-to-person or phone conferences with parents on a regular basis.
- Outside contractors are used when in-house translation or the NYC DOE Translation Unit cannot meet the needs of the family.

- Teachers, deans and guidance counselors utilize the NYC DOE Translation Unit to communicate effectively with parents/guardians.
- This year, I.S. 93 will generate translated report cards through Student Transcript and Academic Recording System (STARS) in a few available languages.

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>.

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. Extra copies of the translations can be found in our Parent Coordinator's and guidance offices suites. A sign in each of the covered languages is posted on the Parent Coordinator's bulletin board in the lobby of the school. A translation of the posting requirements of this section of the Chancellor's Regulation regarding this topic, is also posted on the bulletin board.

The School Safety Plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

Also, our school's Parent Coordinator informs parents of translation options on the school's website.



# Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Gary D. Goldenback

Borough: Queens District: 24 School Number: 093 School Name: Ridgewood

Cluster Leader: Amundsen Network Leader: Foley Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
<b>Title III supplemental services for ELLs</b> Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	☼ Yes	<input type="radio"/> No Comments:
<b>Professional Development</b> High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	☼ Yes	<input type="radio"/> No Comments:
<b>Parent Activities</b>	☼ Yes	<input type="radio"/> No Comments:
<b>Budget</b>	<input type="radio"/> Yes    ☼ NA (Title I SWP)	<input type="radio"/> No <input type="radio"/> NA (Title I SWP) Comments:
Approved? Yes ☼    No <input checked="" type="radio"/> Date: 1/19/12    Senior ELL CPS: Gary D. Goldenback		
Additional Comments:		