



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : COMMUNITY SCHOOL 92

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X092

PRINCIPAL: MANUEL ANTONIO ESTRELLA **EMAIL:** MESTRELLA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Manuel A Estrella/Cheryl Hall	*Principal or Designee	
Alex Mayancela	*UFT Chapter Leader or Designee	
Emily Rosas	*PA/PTA President or Designated Co-President	
Denise Solero	DC 37 Representative	
Yokasta Evans Lora	Teacher	
Ms. Tolano	Teacher	
Ms. Goda	Teacher	
Ms. Buxton	Teacher	
Jessica Cartajena	Parent	
Jesennia Cherrez	Parent	
Iris Amaya	Parent	
Adriana Mendez	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

Describe your goal: To improve teacher effectiveness by examining and refining curriculum, assessment and classroom instruction which includes the city wide instructional expectations for the 2011-2012 academic year.

Comprehensive needs assessment

The city wide instructional expectations have created a paradigm shift to ready students and staff to meet the demands set forth by the new common core standards. This three- year shift began with the change in the New York State adjustment of the scale scores on the Math and ELA exams. These accountability standards determine whether students are categorized as (1) Below Standard (2) Meets Basic Understanding (3) Meets Proficiency Standards (4) Exceeds Proficiency Standards. As a result of this shift, student scale scores were adjusted to meet the higher expectations of college and career readiness. This negatively impacted our performance creating a sharp decline in our progress. During the second year of this educational shift standardized state testing underwent a major change in so far as creating new test documents and formats for our students in ELA and Math. Throughout grades 3-8 students were asked to answer a higher volume of questions based on state standards as well as test their writing abilities with more rigorous expanded response questions in ELA and Math. In our third year the final shift, thus far, began with the national work of educators creating and implementing the new common core standards. In it's inception all schools have been given the task of meeting the instructional goals for the 2011-2012 academic year. Part of this direction is to assist schools in aligning state content to support better outcomes on state exams.

In the 2011 NY State ELA assessment our students performed as follows:

- 83% of 3rd grade students were at Levels 1 or 2
- 60% of 4th grade students were at Levels 1 or 2
- 82% of 5th grade students were at Levels 1 or 2

In the 2011 NY State Math assessment our students performed as follows:

- 77.7% of 3rd grade students were at Levels 1 or 2
- 57% of 4th grade students were at Levels 1 or 2
- 75% of 5th grade students were at Levels 1 or 2

Therefore, it is imperative we focus on improving our ability to design coherent instruction through collaborative planning and preparation, establish a culture for learning and effectively manage classroom environments, and engage students using questioning, discussion, and appropriate assessment to support our students' learning and success.

Set the measurable target

Teachers will meet or exceed 80% of their goals, which are developed collaboratively with administration and designed within the context of the Danielson Framework. Goal attainment will be analyzed together with administration by June, 2012.

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

- Principal will meet with Assistant Principals to set the expectations for the year.
- Principal will provide professional development for Assistant Principals on
(1) Instructional Expectations

- (2) Curriculum Bundles
- (3) Danielson Frameworks and low inference observations
- (4) Looking at Student Work

- On September 7, 2011, October 13, 2011, October 17, 2011 and October 18, 2011 and on an on-going basis with Fordham University our PSO, Principal and Assistant Principals will provide professional development on the Citywide Instructional Expectations for 2011-2012 for all staff members.
- Having a 95% approval for our current SBO, the principal has designated Thursdays as an Inquiry Day for teacher development to reinforce the cycle of continuous improvement. This year, during common planning time, each grade will meet as a team of teachers on the grade conducting inquiry with students in their classroom. The following procedures are to be followed for the grade level inquiry process:
 - (1) Each grade level team meets to establish norms for working as a team.
 - (2) Each grade level team will develop a hypothesis with a focus on improving student work. Grade teams will determine the first area of focus and use said focus as their first inquiry.
 - (3) Professional Development will be offered starting October 20, 2011 and will continue as a cycle across the year supporting teachers implementation of our balanced literacy model using the Teachers College reading and writing workshop program.
 - (4) The team discusses and analyzes the student work with the other members on the team.
 - (5) Each team will then set targeted writing learning goals for each of the selected students. The goal is to guide the child during the month to show improvement in said goal so as to move from one level to another and meet the NYS Common Core Standards in the area of focus. Progress will be monitored and curriculum plans will be adjusted to meet student needs.
 - (6) These procedures will be repeated during the year and be evaluated for its effectiveness.

Instructional Strategies/Activities

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

In order to evaluate our progress, objective evidence will be collected by each team as follows:

- (1) Each team will establish a binder with 3 – 4 samples of annotated student work November 2011 – June 2012.
- (2) Each team will complete a template for each child documenting the following information:
 - a. A summary of the child’s performance on the assigned task.
 - b. The Level of Performance and Criterion (from the continuum or other set standards depending on the inquiry of work)
 - c. The evidence that supports the identified level of performance.
 - d. The instructional next steps from the common core standards November 2011 – June 2012.
- (3) Each team will identify a best practice and submit for publishing in our Best Practices Book (to be published at the end of each unit of inquiry work) October 2011 – June 2012.
- (4) Each team will prepare charts to share out to the staff as a whole at the end of each unit of inquiry (October – June 2012).
- (5) The New York City Learning Survey results will indicate that 75% of the teachers agree that school leaders **provide or invite teachers to play a meaningful role in setting goals and making important decisions for this school**. Opportunities for teachers to feel engaged in an active and vibrant partnership to promote learning (up from 56%) October 2011 – June 2012.
- (6) Each teacher will self-assess their learning experiences on selected components of the inquiry work process (January 2012 and May 2012).

Set the measurable target that will define whether or not you have met your goal.

By June 2012, the principal will have established inquiry teams, composed of grade level teachers, related service providers and Assistant Principals to read, annotate and analyze student work of set plans on inquiry spaces. Each team will meet on a weekly basis, evidenced by agendas, attendance sheets and minutes of the meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

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

In order to attract Highly Qualified teachers, CS 92 will do the following:

1. Work with the Human Resource director to find and recruit candidates
2. Attend Job Fairs
3. Share with colleagues
4. Recruit from Universities around the NYC area
5. Use the Open Market system
6. Recruit from Teach for America and other recruitment affiliations with the Department of Education

Service and Program Coordination

The school administration collaborates with several outside organizations to improve teacher practices and student outcomes They are as follows:

- Fordham University PSO/CFN
- Teachers College Reading and Writing Project
- Robin Hood Foundation
- Experience Corps-Helmsley Organization- 1st and 2nd Grade
- Jump Start Pre-Kindergarten Program-Pre K
- Music Theatre International
- Armani Grant with Urban Voices - 3rd grade
- Disney Productions Aladdin- 5th grade and Willy Wonka- 4th Grade
- Bronx-Lebanon Hospital
- Reading Ambassadors Program
- Arts Connection
- Bully Prevention Programs: N.E.D; No Bully Zone; Conflict Resolution Program 4R's; America's Next Greatest Training
- Good Shepherd Services Bronx Prevention Services
- Department of Health Preventative Services

Additionally, there are internal systems that support effective classroom instruction and curriculum as follows:

- Increased classroom libraries
- Data Specialist Support
- Computer and assistive technology (laminator, poster maker, binding system, projector etc)
- Citywide Instructional Expectations
- Engrade data recording system
- Professional Development and Parent Workshops provided through title one funding
- Musical instruments for enhanced music program
- Supplemental Educational Services (SES)

Budget and resources alignment

- A. CS 92 has been awarded a 2012 Capital Budget Allocation by Bronx Borough President Ruben Diaz Jr for \$50,000. This grant will provide our school with equipment in our classrooms that will include wireless computers to enhance the educational opportunities for all our students. It is our goal to meet the Common Core Standards and to make learning meaningful and exciting as we prepare our student population with the tools to compete in today's fast-paced world. □ The use of this enhanced technology will support staff and students to meet set goals in the following areas:
- *City Wide Instructional Expectations*
 - *Curriculum Bundles online resources and units of study*
 - *Danielson Framework competency ;engaging students in learning using UDL principals*
 - *Looking at Student Work- creating rubrics, on-line assessments, creating and managing curriculum maps*
- B. Through the use of Fair Student Funding, we are continuing implementation of the Teacher's College Reading and Writing program school wide. We have a comprehensive professional development schedule that includes 31 calendar days on site for grade teams, opportunities for teachers to attend workshops on campus at Teachers College, as well as calendar days for grade teams at CS 92 specifically focused on conferencing with students.
- C. Through the use of Fair Student Funding, we have workshops with Fordham University to focus on Core Curriculum implementation.
- D. Teachers are provided planning meeting opportunities each week to facilitate planning of the TCRWP units. Support is also provided as needed for teachers to complete running records assessments in a timely basis. Fair student funding was used to support and maintain Curriculum and staff development.
- E. Universal Pre Kindergarten Funding provides funds for parental involvement. Parents and teachers work in partnership to extend learning through field trips and other community based activities and programs.
- F. Title 1 funding maintains the salaries of our highly qualified staff. Title 1 funds are generated to cover the cost of professional development for teachers based on individual needs and the needs of the students. Teachers are given research based professional development and are taught strategies and techniques that support the school curriculum and school goals.

Strategies to Increase Parental Involvement

- **Parent Open House-** meet with parents to review the citywide instructional expectations, grade specific assessments and curriculum materials
- **Parent Teacher Conferences-** discuss and share specific grade level TCRWP Units of Study, reading logs and reading benchmarks which are aligned to the Common Core Learning Standards to support parents understanding of the literacy program
- **Family Friday-** interactive monthly school-wide curriculum share to engage families in classroom instruction and curriculum. Provides ongoing communication with parents concerning learning expectations.
- **Monthly Newsletter-** Information sharing through the circulation of the which, describes themes, units of study, special events and celebrations.
- **Monthly Parent Calendar-**Provides information in English and Spanish to parents concerning school-wide events, assessments, activities and parent and trainings
- **Computer Training-** provide access to ARIS and ACUITY sites periodic and state assessments as well as, Progress Report and Annual School Report Card to educate and train parents in online based resources needed to effectively become involved in planning and decision making to provide academic support to their child

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To provide evidenced-based applicable feedback to teachers.

In our continuing work to improve teacher effectiveness, the principal will use sections of the Danielson's Framework and articulate clear expectations for effective teacher practice. By June 2012, the Principal and the Assistant Principals will conduct between 3-5 formative observations for each teacher using selected components of the Danielson Frameworks.

Comprehensive needs assessment

The city wide instructional expectations have created a paradigm shift to ready students and staff to meet the demands set forth by the new common core standards. This three-year shift began with the change in the states adjustment of the scale scores on the Math and ELA exams. These accountability standards determine whether students are categorized as (1) Below Standard (2) Meets Basic Understanding (3) Meets Proficiency Standards (4) Exceeds Proficiency Standards. As a result of this shift student scale scores were adjusted to meet the higher expectations of college and career readiness. This negatively impacted our performance creating a sharp decline in our progress. During the second year of this educational shift standardized state testing underwent a major change in so far as creating new test documents and formats for our students in ELA and Math. Throughout grades 3-8 students were asked to answer a higher volume of questions based on state standards as well as test their writing abilities with more rigorous expanded response questions in ELA and Math. In our third year the final shift, thus far, began with the national work of educators creating and implementing the new common core standards. In its inception all schools have been given the task of meeting the instructional for the 2011-2012 academic year. Part of this direction is to assist schools in aligning state content to support better outcomes on state exams.

In the 2011 NY State ELA assessment our students performed as follows:

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In the 2011 NY State Math assessment our students performed as follows:

- 77.7% of 3rd grade students were at Levels 1 or 2
- 57% of 4th grade students were at Levels 1 or 2
- 75% of 5th grade students were at Levels 1 or 2

Therefore, it is imperative we focus on improving our teacher practices using Danielson's Framework to Plan and Prepare, Establish an Effective Classroom Environment, and Instruction to increase student outcomes.

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 (August 2011 – June 2012).

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

- *Principal will meet with Assistant Principals to set the expectations for the year.*
- *Principal will provide professional development for Assistant Principals and Teachers*

B) Instructional Expectations

C) Curriculum Bundles

D) Danielson Frameworks and low inference observations

E) Looking at Student Work

- *Principal will set aside time at every cabinet meeting to develop a common language (low inference) around the Danielson Frameworks and the actual teacher practice.*
- *Principal and Assistant Principals will provide professional development for all teachers on the selected components of the Danielson Framework.*
- *Using the Danielson Frameworks as a continuum of learning, teachers will self assess their effectiveness based on the selected competencies.*
- *Principal and Assistant Principals will meet with teachers to discuss their self-assessment and develop an action plan for progress and moving from one level of effectiveness to the next.*
- *Principal will set up and follow a schedule for teacher observation and feedback using the Danielson Framework.*
- *Principal and Assistant principals will meet with teachers and have one to one conversation to develop SMART goals for the year.*
- *Principal and Assistant Principals will use said goals as to improve teacher effectiveness and articulate clear expectations for continuous improvement.*

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Each teacher will have a professional development action plan, which includes a self assessment, copies of formative classroom observations, Formal observations and a post self evaluation on the progress made throughout the year.

Strategies to Increase Parental Involvement

- **Individual Conferences-** with parents to review the instructional expectations for the year based upon the TCRWP Units of Study, reading logs and reading benchmarks which are aligned to the Common Core Learning Standards during the Back to School Open House, Parent Teacher Conferences, Family Fridays and ongoing communication with parents concerning learning expectations. This provides parents with information and training needed to effectively become involved in planning and decision making to provide academic support to their child.
- **Progress Monitoring-**Low Inference observations and reading and writing logs teachers will share student created goals and next steps with parents as part of progress monitoring.
- **School Leadership Team-**forum for discussions on school academic standing and develop action plans based upon Progress Report and Annual School Report Card.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
In order to attract Highly Qualified teachers, CS 92 will do the following:
 1. Work with the Human Resource director to find and recruit candidates
 2. Attend Job Fairs
 3. Share with colleagues

4. Recruit from Universities around the NYC area
5. Use the Open Market system
6. Recruit from Teach for America and other recruitment affiliations with the Department of Education

Service and program coordination

The school administration collaborates with several outside organizations to improve teacher practices and student outcomes They are as follows:

- Fordham University PSO/CFN
- Teachers College Reading and Writing Project
- Robin Hood Foundation
- Experience Corps-Helmsley Organization- 1st and 2nd Grade
- Jump Start Pre-Kindergarten Program-Pre K
- Music Theatre International
- Armani Grant with Urban Voices - 3rd grade
- Disney Productions Aladdin- 5th grade and Willy Wonka- 4th Grade
- Bronx-Lebanon Hospital
- Reading Ambassadors Program
- Arts Connection
- Bully Prevention Programs: N.E.D; No Bully Zone; Conflict Resolution Program 4R's; America's Next Greatest Training
- Good Shepherd Services Bronx Prevention Services
- Department of Health Preventative Services

Additionally, there are internal systems that support effective classroom instruction and curriculum as follows:

- Increased classroom libraries
- Enhanced classroom environments
- Computer and assistive technology (laminator, poster maker, binding system, projector etc)
- Professional Development and Parent Workshops provided through title one funding
- Musical instruments for enhanced music program
- Creation of professional conference room

Budget and resources alignment

A. CS 92 has been awarded a 2012 Capital Budget Allocation by Bronx Borough President Ruben Diaz Jr for \$50,000. This grant will provide our school with equipment in our classrooms that will include wireless computers to enhance the educational opportunities for all our students. It is our goal to meet the Common Core Standards and to make learning meaningful and exciting as we prepare our student population with the tools to compete in today's fast-paced world.□ The use of this enhanced technology will support staff and students to meet set goals in the following areas:

- *City Wide Instructional Expectations*
- *Curriculum Bundles online resources and units of study*
- *Danielson Framework competency ;engaging students in learning using UDL principals*
- *Looking at Student Work- creating rubrics, on-line assessments, creating and managing curriculum maps*

B. Through the use of Fair Student Funding, we are continuing implementation of the Teacher's College Reading and Writing program school wide. We have a

comprehensive professional development schedule that includes 31 calendar days on site for grade teams, opportunities for teachers to attend workshops on campus at Teachers College, as well as calendar days for grade teams at CS 92 specifically focused on conferencing with students.

- C. Through the use of Fair Student Funding, we have workshops with Fordham University to focus on Core Curriculum implementation.
- D. Teachers are provided planning meeting opportunities each week to facilitate planning of the TCRWP units. Support is also provided as needed for teachers to complete running records assessments in a timely basis. Fair student funding was used to support and maintain Curriculum and staff development.
- E. Universal Pre Kindergarten Funding provides funds for parental involvement. Parents and teachers work in partnership to extend learning through field trips and other community based activities and programs.
- F. Title 1 funding maintains the salaries of our highly qualified staff. Title 1 funds are generated to cover the cost of professional development for teachers based on individual needs and the needs of the students. Teachers are given research based professional development and are taught strategies and techniques that support the school curriculum and school goals.

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

To improve academic performance, students will show progress in their narrative, informational and in their opinion/argument writing.

Students in grades K-5, including students with disabilities and English Language learners, will be engaged in literacy and math tasks embedded in a rigorous curriculum unit aligned to the CCLS.

This year our focus in literacy will be to develop effective writing skills in narrative, information and opinion/argument writing. This goal is aligned to the instructional expectations and common core learning standards.

Comprehensive needs assessment

The city wide instructional expectations have created a paradigm shift to ready students and staff to meet the demands set forth by the new common core standards. This three- year shift began with the change in the New York State adjustment of the scale scores on the Math and ELA exams. These accountability standards determine whether students are categorized as (1) Below Standard (2) Meets Basic Understanding (3) Meets Proficiency Standards (4) Exceeds Proficiency Standards. As a result of this shift, student scale scores were adjusted to meet the higher expectations of college and career readiness. This negatively impacted our performance creating a sharp decline in our progress. During the second year of this educational shift, standardized state testing underwent a major change in so far as creating new test documents and formats for our students in ELA and Math. Throughout grades 3-8 students were asked to answer a higher volume of questions based on state standards as well as test their writing abilities with more rigorous expanded response questions in ELA and Math. In our third year the final shift, thus far, began with the national work of educators creating and implementing the new common core standards. In it's inception all schools have been given the task of meeting the instructional for the 2011-2012 academic year. Part of this direction is to assist schools in aligning state content to support better outcomes on state exams.

In the 2011 NY State ELA assessment our students performed as follows:

- 83% of 3rd grade students were at Levels 1 or 2*
- 60% of 4th grade students were at Levels 1 or 2*
- 82% of 5th grade students were at Levels 1 or 2*

Further, in analyzing our 2011 NY State ELA Assessment Item Analysis we identified that our current 4th and 5th grade students were able to attain less than 50% of possible points on the Extended Response question (which is a written essay response) of their assessments. In addition, we assess our students in all grades using writing logs in conjunction with the TCRWP narrative and informational Writing Continuums. These findings indicate the need for a comprehensive focus on writing to support our students as writers.

Set the measurable target that will define whether or not you have met your goal.

To ensure that 80% of the students meet the expectations around engaging all students in narrative, informational and opinion/argument writing as aligned to the Common Core Learning Standards and Teachers College curriculum implementation.

Instructional Strategies/Activities: Describe your plan for meeting your goal, including staffing, scheduling, and funding.

This goal is embedded to the Inquiry Work we are doing to develop teacher effectiveness, which includes the following plan (September 2011 – June 2010):

- (1) Using teacher judgment, each teacher selects a high, medium and low “On Demand” writing sample from their own class.*
- (2) Each teacher annotates the writing sample using his/her best judgment (first sample only)*
- (3) The teacher re-annotates the writing samples using The Teacher’s College Continuum of Narrative Writing.*

- (4) *The teacher identifies the gap between the teacher's expectations and the standard as delineated on the continuum for narrative writing.*
- (5) *Using a template, teacher will choose and focus on 4 -5 Performance Indicators (PI) from the Continuum. Each Performance Indicators (PI) is based on the students' identified level of performance in structure, elaboration, concept of writing (Pre-k to K), craft (grades 1-5) and meaning/significance. The student sample may have varying levels of performance in each area and may be different for each child or you may find patterns or similarities.*
- (6) *Each teacher will then set targeted writing learning goals for each of the selected students. The goal is to guide the child during the month to show improvement in their writing so as to move from one level to another and meet the NYS Common Core Standards in Writing. Progress will be evident o the "On Demand" writing samples.*
- (7) *Each teacher will then use the Lucy Calkins Units of Study, match the necessary Teaching Points and work with the selected students on the Performance Indicators back in the classroom until the next "on demand" writing sample is announced and repeat the process.*
- (8) *Teachers will be provided with ongoing professional development in the school's reading and writing program*
- (9) *Professional development from Teachers College (including calendar days, expert days, consultant days and 3 days with Carl Anderson) the Department of Education, and the Network's Instructional Support Specialists from our PSO/CFN, Fordham University, for all our Teachers.*
- (10) *The principal will establish enrichment Thursdays for creating a professional learning community that evaluates best practices through the Danielson Framework and studies the common core learning standards for adaptation and implementation.*

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

1. *Each teacher will establish a binder with samples of annotated student work.*
2. *Each teacher will complete a template for each child documenting the following information:*
 - a. *A summary of the child's performance on the assigned task.*
 - b. *The Level of Performance and Criterion (from the continuum or other set standards depending on the bundles rubric and common core standards)*
 - c. *The evidence that supports the identified level of performance.*
 - d. *The instructional next steps from the common core standards.*
3. *Each teacher will identify a best practice and submit for publishing in our Best Practices Book (to be published mid year January and June).*
4. *Each teacher will prepare charts to share out to the staff as a whole at the end of the aligned task.*
5. *The New York City Learning Survey results will indicate that 80% of the teachers agree that **school leaders let staff know what is expected of them.** (Up from 58% Each teacher will self-assess their learning experiences on selected components of the aligned task with the instructional expectations for 2011-2012.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
In order to attract Highly Qualified teachers, CS 92 will do the following:
 1. Work with the Human Resource director to find and recruit candidates
 2. Attend Job Fairs
 3. Share with colleagues
 4. Recruit from Universities around the NYC area
 5. Use the Open Market system
 6. Recruit from Teach for America and other recruitment affiliations with the Department of Education

Strategies to Increase Parental Involvement

- **Writing Continuum-** Teachers share the TCRWP Units of Study with parents and provide instruction on how the use of performance indicators are utilized to grade writing published pieces and to inform instruction
- **Targeted Learning Goals-**are developed with teacher and student and shared with parents routinely at conferences, on report cards, during individual conferences
- **Parent Workshops-**Parents are given strategies and prompts to support their child's academic success. The school clearly communicates high standards set by CCLS
- **Resources-**Teachers will share writing rubrics jointly with parents and students to communicate clear instructional expectations
- **Parent Coordinator-**Through School Leadership Team, Parent Association General Meetings the Parent Coordinator serves as liaison to parents to organize parent workshops maintain open communication and information sharing in English and Spanish and use of translation services when necessary
- **School wide Volunteer Corps-** Learning Leaders and Parent Interns provide assistance in the classroom to support classroom instruction and curriculum advancement

Service and program coordination

The school administration collaborates with several outside organizations to improve teacher practices and student outcomes They are as follows:

- Fordham University PSO/CFN
- Teachers College Reading and Writing Project
- Robin Hood Foundation
- Experience Corps-Helmsley Organization- 1st and 2nd Grade
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- Reading Ambassadors Program
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- Bully Prevention Programs: N.E.D; No Bully Zone; Conflict Resolution Program 4R's; America's Next Greatest Training
- Good Shepherd Services Bronx Prevention Services
- Department of Health Preventative Services

Additionally, there are internal systems that support effective classroom instruction and curriculum as follows:

- Increased classroom libraries content area trade books
- Enhanced classroom environments
- Computer and assistive technology (laminator, poster maker, binding system, projector etc)
- Professional Development
- Creation of professional conference room
- Educational software
- Academic Intervention Services grades 1-5
- Saturday Academy

Budget and resources alignment

- A. CS 92 has been awarded a 2012 Capital Budget Allocation by Bronx Borough President Ruben Diaz Jr for \$50,000. This grant will provide our school with equipment in our classrooms that will include wireless computers to enhance the educational opportunities for all our students. It is our goal to meet the Common Core Standards and to make learning meaningful and exciting as we prepare our student population with the tools to compete in today's fast-paced world. □ The use of this enhanced technology will support staff and students to meet set goals in the following areas:
- *City Wide Instructional Expectations*
 - *Curriculum Bundles online resources and units of study*
 - *Danielson Framework competency ;engaging students in learning using UDL principals*
 - *Looking at Student Work- creating rubrics, on-line assessments, creating and managing curriculum maps*
- B. Through the use of Fair Student Funding, we are continuing implementation of the Teacher's College Reading and Writing program school wide. We have a comprehensive professional development schedule that includes 31 calendar days on site for grade teams, opportunities for teachers to attend workshops on campus at Teachers College, as well as calendar days for grade teams at CS 92 specifically focused on conferencing with students.
- C. Through the use of Fair Student Funding, we have workshops with Fordham University to focus on Core Curriculum implementation.
- D. Teachers are provided planning meeting opportunities each week to facilitate planning of the TCRWP units. Support is also provided as needed for teachers to complete running records assessments in a timely basis. Fair student funding was used to support and maintain Curriculum and staff development.
- E. Universal Pre Kindergarten Funding provides funds for parental involvement. Parents and teachers work in partnership to extend learning through field trips and other community based activities and programs.
- F. Title 1 funding maintains the salaries of our highly qualified staff. Title 1 funds are generated to cover the cost of professional development for teachers based on individual needs and the needs of the students. Teachers are given research based professional development and are taught strategies and techniques that support the school curriculum and school goals.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe your goal. Refer to the directions and guidance for assistance in developing your goals.

To improve the four areas identified by teachers in the 2010-2011 NYC School Survey and Environment component of the Progress Report.

Comprehensive needs assessment

We must continue to make gains in this third year of implementation and change. Our indicators show that we made gain in some areas but not enough as compared to the first. The 2010-2011 NYC School Survey identified areas of improvement in four major areas: academic expectations, communication, engagement, safety and respect.

In 2011, CS 92 has improved in positive teacher response to the following important questions

- *58% of teachers report they know what is expected of them*
- *56% of teachers report they feel they are invited to play a meaningful role in setting goals and making important decisions for the school*
- *42% feel that order and discipline are maintained at our school (increase from 12%)*

This year, we need to help make teachers aware of all school initiatives and programs to help improve their understanding of all the supports available to them schoolwide to help them in their implementation of Common Core Standards.

Set the measurable target that will define whether or not you have met your goal.

By June 2012, the principal will have established viable inquiry teams composed of grade supervisors, data specialist, General Education Teachers, ESL, AIS and Special Education Teachers in order to provide professional support to 95% of the teaching staff so they can respond positively on the NYC School Survey.

Instructional Strategies/Activities: Describe your plan for meeting your goal, including staffing, scheduling, and funding (November 2011 – June 2012):

- *All teachers will participate in hourly sessions of professional development /teamwork conducted during common planning times, and during extended days on Thursdays (SBO) as well as an extended 1 hour professional development series on Thursdays.*
- *The professional development team will have planned a differentiated professional development program focusing on the new instructional expectations aligned to the Common Core Standards.*
- *All new teachers will have been assigned a mentor from the more experienced staff. They will meet twice a week.*
- *Learning Walks will be conducted by in-house staff as well as by Network 551 staff to provide feedback and inform instruction. Members from each grade level team will have an opportunity to participate in school wide learning walks.*
- *This year we will work in partnerships with the Helmsley Charitable Trust Experience Foundation and Jumpstart Program to support Prek -2 grade students in reading*
- *Data will be collected by programs and shared with the principal, to monitor successful practices and determine future needs.*
- *Establish a viable school-wide Inquiry Team.*

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Data collection is an integral component of the programs we provide our teachers and students:

- *Using Logs of Assistance, the supervisory team will see evidence of an increased use of strategies learned as observed through 2-4 informal as well as formal observation for each teacher.*
- *Jump Start and Experience Corps Program records.*

- *Professional development agendas, sign in sheets, evaluation and/or reflection responses.*
- *Increased participation at School Leadership Team meetings as reflected in agendas and sign in sheets.*
- *Survey responses from staff indicating awareness and participation of all inquiry work and instructional expectations.*
- *Survey results from the 2012 NYC School Survey.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
In order to attract Highly Qualified teachers, CS 92 will do the following:
 1. Work with the Human Resource director to find and recruit candidates
 2. Attend Job Fairs
 3. Share with colleagues
 4. Recruit from Universities around the NYC area
 5. Use the Open Market system
 6. Recruit from Teach for America and other recruitment affiliations with the Department of Education

Strategies to Increase Parental Involvement

- **Computer Access**-Parents given access to computer lab to access Progress Report and Annual School Report Cards
 - **Parent Association**- Parent Association General Meetings the Parent Coordinator serves as liaison to parents to organize parent workshops maintain open communication and information sharing in English and Spanish and use of translation services when necessary
 - **School Leadership Team**-Review PPR goals with parents; parents will be provided with training on Report Cards and school data is shared
 - **Parent Needs Survey**- created by Parent Coordinator to acquire information to support programs and workshops for families throughout the school- year.
 - **Citywide Parent Survey**-backpacked to children and results monitored to increase participation
 - **Principal Parent Meeting**-Parents will meet with Principal before each Parent Teacher Conference to set clear expectations for the purpose of the survey to build parent competence, confidence and sense of community
 - **Supplemental Educational Services**-parent are given options tutorial services for student improvement
 - **TCRWP Professional Development** is provided to parents to familiarize them with the curriculum; parents volunteer as Learning Leaders, Parent Interns and Experience Corps provide students and parents with curricula support and education
 - **School Safety General Meeting**-provides information on New York City School Discipline Code, emergency procedures and evacuation sites

Service and program coordination

These services are broken into the four Progress Report categories under School Environment as follows:

Academic

- Technology and software
- Increased libraries
- Fordham University PSO/CFN

- Teachers College Reading and Writing Project
- Experience Corps-Helmsley Organization
- Jump Start Pre-Kindergarten Program

Communication

- Computer and Assistive Technology
- Professional Development Workshops for parents
- Professional Conference room
- Ongoing parent teacher conferences

Engagement

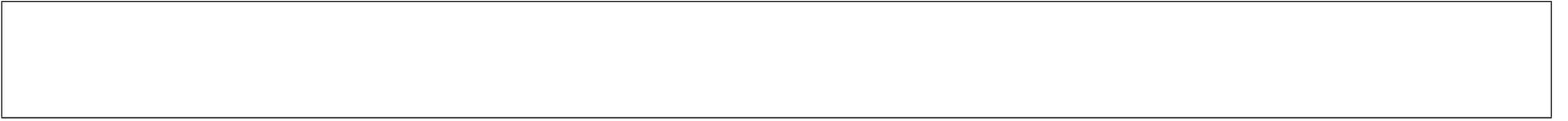
- Curriculum based experiential learning
- Incentives (token economy to support team building and citizenship, attendance ceremony, student of the month, movie afternoon)
- Parent Workshops
- Musical theatre (Arts connect supported by Title 1 funding to offer exposure to the arts at reduced costs)
- NYCDOH Asthma workshops for selected students

Safety and Respect

- Violence prevention full time guidance counselor services mandated students in K-5 provides teachers with strategies to address social skill development
- Bronx-Lebanon Hospital part time art therapist supports students with social skill development and coping strategies

Budget and resources alignment

- A. CS 92 has been awarded a 2012 Capital Budget Allocation by Bronx Borough President Ruben Diaz Jr for \$50,000. This grant will provide our school with equipment in our classrooms that will include wireless computers to enhance the educational opportunities for all our students. It is our goal to meet the Common Core Standards and to make learning meaningful and exciting as we prepare our student population with the tools to compete in today's fast-paced world. □ The use of this enhanced technology will support staff and students to meet set goals in the following areas:
- *City Wide Instructional Expectations*
 - *Curriculum Bundles online resources and units of study*
 - *Danielson Framework competency ;engaging students in learning using UDL principals*
 - *Looking at Student Work- creating rubrics, on-line assessments, creating and managing curriculum maps*
- B. Through the use of Fair Student Funding, we are continuing implementation of the Teacher's College Reading and Writing program school wide. We have a comprehensive professional development schedule that includes 31 calendar days on site for grade teams, opportunities for teachers to attend workshops on campus at Teachers College, as well as calendar days for grade teams at CS 92 specifically focused on conferencing with students.
- C. Through the use of Fair Student Funding, we have workshops with Fordham University to focus on Core Curriculum implementation.
- D. Teachers are provided planning meeting opportunities each week to facilitate planning of the TCRWP units. Support is also provided as needed for teachers to complete running records assessments in a timely basis. Fair student funding was used to support and maintain Curriculum and staff development.
- E. Universal Pre Kindergarten Funding provides funds for parental involvement. Parents and teachers work in partnership to extend learning through field trips and other community based activities and programs.
- F. Title 1 funding maintains the salaries of our highly qualified staff. Title 1 funds are generated to cover the cost of professional development for teachers based on individual needs and the needs of the students. Teachers are given research based professional development and are taught strategies and techniques that support the school curriculum and school goals.



ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe your goal. Refer to the directions and guidance for assistance in developing your goals.

To improve our annual yearly progress on the NY State report Card in ELA.

Comprehensive needs assessment

As per the New York State Education Department memo dated August 2011, schools identified as in need of improvement year I has increased significantly due the overwhelming subset of the statistical adjustment to make AYP (Adequate Yearly Progress) requirements for the State Report Card. This adjustment in test equating practices resulted in our current ELA status. The introduction of higher proficiency standards in ELA and Math are at the crux of establishing and sustaining effective instructional, evaluative and student inquiry practices with all staff. This past year CS 92 has been identified by New York State Department of Education as “in need of improvement year two” for ELA. In grade 3, 68% of students performed at level 2 or above while only 17% of students performed at level 3 or above. 32% of our students performed at level one. There were 79% of our third grade general education students performing at level 2 and above while 19% performed at level 3 and above. 21% of our third grade students performed at level 1. 33% of our Special education students scored a 2 or above while 11% scored level 3 or above. 67% of our third grade students with disabilities scored a level 1. 55% of our LEP students performed at 2 or above while 45% of third grade LEP students performed at level 1.

In grade 4, 72% of students performed at level 2 or above while only 37% of students performed at level 3 or above. 28% of our students performed at level one. There were 91% of our fourth grade general education students performing at level 2 and above while 53% performed at level 3 and above. 9% of our fourth grade students performed at level 1. 36% of our Special education students scored a 2 or above while 7% scored level 3 or above. 64% of our fourth grade students with disabilities scored a level 1. 63% of our LEP students performed at 2 or above while 26% of fourth grade LEP students performed at 3 and above. 37% scored at level 1.

In grade 5, 69% of students performed at level 2 or above while only 19% of students performed at level 3 or above. 31% of our students performed at level one. There were 79% of our fifth grade general education students performing at level 2 and above while 25% performed at level 3 and above. 21% of our fifth grade students performed at level 1. 48% of our Special education students scored a 2 or above while 07% scored level 3 or above. 52% of our fifth grade students with disabilities scored a level 1. 58% of our LEP students performed at 2 or above while 04% performed at level 3 and above and 42% of fifth grade LEP students performed at level 2 and above.

We are focusing on our student subgroups, including Students with Disabilities and English Language Learners, to help improve our overall State Report Card results while working to improve our overall performance in ELA while maintaining or improving performance in Science (4th Grade).

Set the Measurable Target

CS 92 Performance Indicator (PI) will meet or exceed the Annual Measurement Objective (AMO) target set by New York State on the 2012 NY State English Language Arts assessment.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal (September 2011 – June 2012):
 - a) AIS support for targeted students is conducted using both the push-in and pull-out model. There is an AIS professional dedicated to ELA instruction, as well an additional teacher returning to CS 92 in January, 2012 who will also be dedicated to ELA AIS instruction. A Saturday School Academy program is currently in development to begin in January, 2012 to provide support to individual and groups of students.
 - b) We are continuing implementation of the Teacher’s College Reading and Writing curriculum throughout the school. We have a comprehensive professional development schedule that includes 31 calendar days on site for grade teams, opportunities for teachers to attend workshops on campus at Teachers College, as well as calendar days for grade teams at CS 92 specifically focused on conferencing with students. In addition, we have workshops with Fordham University to focus on Core Curriculum implementation. Teachers are provided planning meeting opportunities each week to facilitate planning of the TCRWP units. Support is also provided as needed for teachers to complete running records assessments in a timely basis.
 - c) An SBO vote has enabled us to provide professional development during the last period each Thursday, which is used for core curriculum, teacher effectiveness strategies (using the Danielson Framework). In addition, our Principal offers professional development after school each Thursday.
 - d) Grade Team Leaders meet with Administration weekly in a Cabinet Meeting to help decide on how we are assessing children, including looking at student work. The Grade Team Leaders then communicate what was discussed with their grade-level teams at their weekly meeting. There is also an opportunity for input regarding materials as well as assessments.
 - e) Test Preparation scheduled weekly on Friday.

Strategies to Increase Parental Involvement

- All parents will be informed of their child’s current level in English Language Arts.
- All parents will be notified of the schools academic performance in English Language Arts during the general meeting.
- The academic intervention team will collaborate with the parent coordinator to develop and facilitate parent workshops.
- Parent workshops will identify parents of students who are at risk for not meeting standards and provide multi-session workshops on strategies and skills that can be used at home.
- Parents who participate in the workshops will be given resource materials to support their child at home.
- Parents will be invited to Columbia University to participate in seminars given in conjunction with the school’s ELA curriculum.
- Access to the ARIS parent link website is available.
- The parent coordinator and parent association is available throughout the school day to provide support to parents.
- The parent resource library located in the parent coordinator’s room will provide parents with resources to support their child in ELA.

Strategies for attracting Highly Qualified Teachers (HQT)

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

In order to attract Highly Qualified teachers, CS 92 will do the following:

1. Work with the Human Resource director to find and recruit candidates
2. Attend Job Fairs
3. Share with colleagues
4. Recruit from Universities around the NYC area
5. Use the Open Market system
6. Recruit from Teach for America and other recruitment affiliations with the Department of Education
7. Provide on-going professional development for teachers

Service and program coordination

In order to directly address the focus on improving student outcomes in English Language Arts, the school administration has put in place internal and external systems. We collaborate with several outside organizations to improve teacher practices and student outcomes. They are as follows:

- Fordham University PSO/CFN
- Teachers College Reading and Writing Project
- Robin Hood Foundation
- Experience Corps-Helmsley Organization- 1st and 2nd Grade
- Jump Start Pre-Kindergarten Program-Pre K
- Music Theatre International
- Armani Grant with Urban Voices - 3rd grade
- Disney Productions Aladdin- 5th grade and Willy Wonka- 4th Grade
- Bronx-Lebanon Hospital
- Reading Ambassadors Program
- Arts Connection
- Bully Prevention Programs: N.E.D; No Bully Zone; Conflict Resolution Program 4R's; America's Next Greatest Training
- Good Shepherd Services Bronx Prevention Services
- Department of Health Preventative Services

Additionally, there are internal systems that support effective classroom instruction and curriculum as follows:

- Utilize data to develop action plans which meet the needs of individual students
- Increased number of Academic Intervention Service providers to include grades 1-5
- Increased resources (classroom libraries, COACH foundational skill books, trade books in content areas)
- Computer and Assistive Technology
- Educational software
- Saturday Academy
- Aligning monthly schools trips with curriculum
- Increased classroom libraries
- Data Specialist Support
- Computer and assistive technology (laminator, poster maker, binding system, projector etc)
- Citywide Instructional Expectations
- Engrade data recording system
- Professional Development and Parent Workshops provided through title one funding
- Musical instruments for enhanced music program

Budget and resources alignment

- A. CS 92 has been awarded a 2012 Capital Budget Allocation by Bronx Borough President Ruben Diaz Jr for \$50,000. This grant will provide our school with equipment in our classrooms that will include wireless computers to enhance the educational opportunities for all our students. It is our goal to meet the Common Core Standards and to make learning meaningful and exciting as we prepare our student population with the tools to compete in today's fast-paced world. □ The use of this enhanced technology will support staff and students to meet set goals in the following areas:
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- B. Through the use of Fair Student Funding, we are continuing implementation of the Teacher's College Reading and Writing program school wide. We have a comprehensive professional development schedule that includes 31 calendar days on site for grade teams, opportunities for teachers to attend workshops on campus at Teachers College, as well as calendar days for grade teams at CS 92 specifically focused on conferencing with students.
- C. Through the use of Fair Student Funding, we have workshops with Fordham University to focus on Core Curriculum implementation.
- D. Teachers are provided planning meeting opportunities each week to facilitate planning of the TCRWP units. Support is also provided as needed for teachers to complete running records assessments in a timely basis. Fair student funding was used to support and maintain Curriculum and staff development.
- E. Universal Pre Kindergarten Funding provides funds for parental involvement. Parents and teachers work in partnership to extend learning through field trips and other community based activities and programs.
- F. Title 1 funding maintains the salaries of our highly qualified staff. Title 1 funds are generated to cover the cost of professional development for teachers based on individual needs and the needs of the students. Teachers are given research based professional development and are taught strategies and techniques that support the school curriculum and school goals.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	1	0	1	0
1	38	0	N/A	N/A	0	1	1	1
2	29	20	N/A	N/A	0	1	1	0
3	17	20	N/A	N/A	0	0	0	4
4	19	0	N/A	N/A	0	0	4	3
5	13	20	N/A	N/A	1	0	1	1
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Students are serviced using both a push-in and a pull-out model. Students in third-fifth grades are pulled out in two groups: The focus is students who are performing at Level 1 or low Level 2 in the classroom and need help with foundational skills. In addition, there is push-in support for grade 1 – 5 students. We utilize materials from Triumph Learning (Coach Books) and Targeted Academic Intervention program from Teacher Created Materials, as well as TCRWP assessments for progress monitoring.
Mathematics	Students are serviced using both a push-in and a pull-out model. Second, Third and Fifth grade students are pulled out in two different groups: Students who are performing at Level 1 or low Level 2 in the classroom and need help with foundational skills, and a group of students who are performing at Level 2 but who are struggling to reach grade level and need more intensive focus on grade-level skills. Both groups for each group are pulled out twice each week for a class period. In addition, there is push-in support for 3rd and 5th grade. We utilize materials from Triumph Learning (Coach Books) and Targeted Academic Intervention program from Teacher Created Materials, as well as EveryDay Mathematics games and concrete manipulatives to support the children’s development.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Service is provided in a small group setting or one to one. Topics discussed include bullying , conflict resolution, social skills, anger management and self esteem building. Service is provided during the school day.

At-risk Services provided by the School Psychologist	The school psychologist meets with each student one to one. Each student is provided with an opportunity to express issues or concerns. Students are guided in finding coping strategies when frustrated and learn tolerance. Service is provided during the school day.
At-risk Services provided by the Social Worker	The most significant problems or behaviors are addressed. Students learn to build coping strategies when frustrated. The Social Worker provides services including inter-personal skills and social skills. Service is provided during the school day.
At-risk Health-related Services	Service is delivered both small group and one to one. Students are taught techniques to control their specific illness. Information regarding the illness is shared with students and parents. Students are taught to identify beginning signs and triggers. Students are given healthy eating recommendations. All at-risk students are monitored by the school nurse. Services are provided during the school day.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

Strategies to Increase Parental Involvement

Goal 1: To improve teacher effectiveness by examining, and refining curriculum, assessment and classroom instruction which includes Citywide Instructional expectations.

- **Parent Open House-** meet with parents to review the citywide instructional expectations, grade specific assessments and curriculum materials
- **Parent Teacher Conferences-** discuss and share specific grade level TCRWP Units of Study, reading logs and reading benchmarks which are aligned to the Common Core Learning Standards to support parents understanding of the literacy program
- **Family Friday-** interactive monthly school-wide curriculum share to engage families in classroom instruction and curriculum. Provides ongoing communication with parents concerning learning expectations.
- **Monthly Newsletter-** Information sharing through the circulation of the which, describes themes, units of study, special events and celebrations.
- **Monthly Parent Calendar-**Provides information in English and Spanish to parents concerning school-wide events, assessments, activities and parent and trainings
- **Computer Training-** provide access to ARIS and ACUITY sites periodic and state assessments as well as, Progress Report and Annual School Report Card to educate and train parents in online based resources needed to effectively become involved in planning and decision making to provide academic support to their child

Goal 2: To provide evidenced-based applicable feedback to teachers.

- **Individual Conferences-** with parents to review the instructional expectations for the year based upon the TCRWP Units of Study, reading logs and reading benchmarks which are aligned to the Common Core Learning Standards during the Back to School Open House, Parent Teacher Conferences, Family Fridays and ongoing communication with parents concerning learning expectations. This provides parents with information and training needed to effectively become involved in planning and decision making to provide academic support to their child

- **Progress Monitoring**-Low Inference observations and reading and writing logs teachers will share student created goals and next steps with parents as part of progress monitoring
- **School Leadership Team**-forum for discussions on school academic standing and develop action plans based upon NCLB/State mandates, Progress Report, Quality Review, Learning Environment Survey Report, Annual School Report Card, and Annual School Funding.

Goal 3: To improve academic performance, students will show progress in their narrative, informational and opinion/argument writing.

- **Writing Continuum**- Teachers share the TCRWP Units of Study with parents and provide instruction on how the use of performance indicators are utilized to grade writing published pieces and to inform instruction
- **Targeted Learning Goals**-are developed with teacher and student and shared with parents routinely at conferences, on report cards, during individual conferences
- **Parent Workshops**-Parents are given strategies and prompts to support their child's academic success. The school clearly communicates high standards set by CCLS
- **Resources**-Teachers will share writing rubrics jointly with parents and students to communicate clear instructional expectations
- **Parent Coordinator**-Through School Leadership Team, Parent Association General Meetings the Parent Coordinator serves as liaison to parents to organize parent workshops maintain open communication and information sharing in English and Spanish and use of translation services when necessary

Goal 4: To improve Academic Expectations, Communication, Engagement, and Safety and Respect four areas identified by teachers in the 2010-2011 NYC School Survey and Environment component of the Progress Report

- **Computer Access**-Parents given access to computer lab to access Progress Report and Annual School Report Cards
- **Parent Title 1 Meeting**- forum where Principal and Parent Coordinator share budget funding and their rights to be involved in the program and the parent involvement requirements
- **Parent Coordinator**- organizes parent workshops, maintain open communication and shares information in English and Spanish and/ or with the use of DOE Translation Services when necessary via parent distribution emailing list, posters, letters, and monthly news letters and calendars
- **School Leadership Team**-Review PPR goals with parents; parents will be provided with training on Report Cards and school data is shared
- **Parent Needs Survey**- created by Parent Coordinator to acquire information to support programs and workshops for families throughout the school- year.
- **Citywide Parent Survey**-backpacked to children and results monitored to increase participation
- **Principal Parent Meeting**-Parents will meet with Principal before each Parent Teacher Conference to set clear expectations for the purpose of the survey to build parent competence, confidence and sense of community
- **Supplemental Educational Services**-parent are given options tutorial services for student improvement
- **TCRWP Professional Development** is provided to parents to familiarize them with the curriculum; parents volunteer as Learning Leaders, Parent Interns and Experience Corps provide students and parents with curricula support and education
- **School Safety General Meeting**-provides information on New York City School Discipline Code, emergency procedures and evacuation sites

Goal 5: To improve annual yearly progress on the New York State report card in English Language Arts

Strategies to Increase Parental Involvement

- **Parent Communication**-All parents will be informed of their child's current level in English Language Arts

- **Parent Meetings:** all parents will be notified of the schools academic performance in English Language Arts during the general meeting
- **Academic Intervention Services-**The academic intervention team will collaborate with the parent coordinator to develop and facilitate parent workshops
- **Targeted AIS Parent Workshops-** will identify parents of students who are at risk for not meeting standards and provide multi-session workshops on strategies and skills that can be used at home
- **Parents Resources** - participating parents will be given additional resource materials to support their child at home
- **Teachers College Literacy Parent Workshop-** seminars given in conjunction with the school's ELA curriculum to familiarize parents with structures and strategies to increase their children's literacy skills
- **ARIS Parent Link-** on site training on how to read, interpret and use the data to assist children at home
- **Parent Resource Library** -located in the Parent Coordinator's room provides parents with resources to support their child in ELA.
- **Monitoring Reading Logs-** students read for 30 to 40 minutes daily and parents check and sign their reading logs to ensure there are reading daily and build stamina.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12X092

School Name: Community School 092

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 ELA

Category: Comprehensive

Intervention: School Quality Review (SQR)

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.

As per the New York State Education Department memo dated August 2011, schools identified as in need of improvement year I has increased significantly due the overwhelming subset of the statistical adjustment to make AYP (Adequate Yearly Progress) requirements for the State Report Card. This adjustment in test equating practices resulted in our current ELA status. The introduction of higher proficiency standards in ELA and Math are at the crux of establishing and sustaining effective instructional, evaluative and student inquiry practices with all staff. This past year CS 92 has been identified by New York State Department of Education as "in need of improvement year two" for ELA. In grade 3, 68% of students performed at level 2 or above while only 17% of students performed at level 3 or above. 32% of our students performed at level one. There were 79% of our third grade general education students performing at level 2 and above while 19% performed at level 3 and above. 21% of our third grade students performed at level 1. 33% of our Special education students scored a 2 or above while 11% scored level 3 or above. 67% of our third grade students with disabilities scored a level 1. 55% of our LEP students performed at 2 or above while 45% of third grade LEP students performed at level 1.

In grade 4, 72% of students performed at level 2 or above while only 37% of students performed at level 3 or above. 28% of our students performed at level one. There were 91% of our fourth grade general education students performing at level 2 and above while 53% performed at level 3 and above. 9% of our fourth grade students performed at level 1. 36% of our Special education students scored a 2 or above while 7% scored level 3 or above. 64% of our fourth grade students with disabilities scored a level 1. 63% of our LEP students performed at 2 or above while 26% of fourth grade LEP students performed at 3 and above. 37% scored at level 1.

In grade 5, 69% of students performed at level 2 or above while only 19% of students performed at level 3 or above. 31% of our students performed at level one. There were 79% of our fifth grade general education students performing at level 2 and above while 25% performed at level 3 and above. 21% of our fifth grade students performed at level 1. 48% of our Special education students scored a 2 or above while 07% scored level 3 or above. 52% of our fifth grade students with disabilities scored a level 1. 58% of our LEP students performed at 2 or above while 04% performed at level 3 and above and 42% of fifth grade LEP students performed at level 2 and above.

We are focusing on our student subgroups, including Students with Disabilities and English Language Learners, to help improve our overall State Report Card results while working to improve our overall performance in ELA while maintaining or improving performance in Science (4th Grade).

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.
 1. AIS support for targeted students is conducted using both the push-in and pull-out model.
 2. There is an AIS professional dedicated to ELA instruction, as well as an additional teacher returning to CS 92 in January, 2012 who will also be dedicated to ELA AIS instruction. A Saturday School Academy program is currently in development to begin in January, 2012 to provide support to individual and groups of students.
 3. We are continuing implementation of the Teacher's College Reading and Writing curriculum throughout the school. We have a comprehensive professional development schedule that includes 31 calendar days on site for grade teams, opportunities for teachers to attend workshops on campus at Teachers College, as well as calendar days for grade teams at CS 92 specifically focused on conferencing with students. In addition, we have workshops with Fordham University to focus on Core Curriculum implementation. Teachers are provided planning meeting opportunities each week to facilitate planning of the TCRWP units. Support is also provided as needed for teachers to complete running records assessments in a timely basis.
 4. An SBO vote has enabled us to provide professional development during the last period each Thursday, which is used for common core implementation, teacher effectiveness strategies (using the Danielson Framework). In addition, our Principal offers professional development after school each Thursday when available.
 5. Grade Team Leaders meet with Administration weekly in a Cabinet Meeting to help decide on how we are assessing children, including looking at student work. The Grade Team Leaders then communicate what was discussed with their grade-level teams at their weekly meeting. There is also an opportunity for input regarding materials as well as assessments.
 6. Test Preparation scheduled weekly on Friday.

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.

Our professional development program is in part provided by Teachers College. This collaboration supports our literacy curriculum in many ways and provides us with the knowledge, expertise, and flexibility to support our efforts in removing us from our current sini status. Teachers College provides:

- a. Calendar days for teachers
- b. Consultant work for all staff members
- c. Assessment support in ELA
- d. Expertise days for specific units of study
- e. Assistant principal leadership conferences
- f. Principal leadership conferences

At CS 92 we also provide teachers with staff development during an enrichment period in school and inquiry work as part of the chancellors agreement from 2:20: 302:1/2 on Thursdays. This past Year I have been funded as a principal through the Leadership Academy with a mentor and professional development opportunities to improve my base knowledge to improve our efforts in ELA curriculum and teacher effectiveness.

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

All new and continuing teachers are paired with a highly qualified teacher mentor. Each mentor and mentee has a designated time to meet and discuss teacher effectiveness. The goal for each partnership for new teachers is to develop autonomy in their teaching practices. Professional development is given in a constructive, formative and illustrative format, so that teachers develop their own strategies and independence. Mentor and mentee participate in classroom visitations, demonstrations, debriefings and goal setting activities guided by the professional teaching standards and Danielson's Framework for effective teaching. Mentor and mentee interactions are logged using the teacher mentoring system.

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

Parents will receive a letter in three languages (Spanish, English, Arabic) indicating our status for school improvement as well as be invited to attend a meeting discuss this status and supporting our efforts to achieve our goals.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader DebraMaldonado/ Margaret Struk	District 12	Borough Bronx	School Number 092
School Name Community School 92			

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

Principal Manuel Estrella	Assistant Principal Nilsa Schrader
Coach	Coach type here
ESL Teacher Jerome Wise	Guidance Counselor Zaida GLass
Teacher/Subject Area Alex Mayancela-TBE Span.	Parent Iris Amaya
Teacher/Subject Area Rosa Montalvo-TBE Span.	Parent Coordinator Mildred Rodriquez
Related Service Provider Robert Trevino	Other type here
Network Leader Margaret Struk	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	538	Total Number of ELLs	132	ELLs as share of total student population (%)	24.54%
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Part II: ELL Identification Process

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

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

Community School 92 Transitional Bilingual Program conform to the New York State Part 154 guidelines, ASPIRA Consent Decree and the Chancellor's Regulations and the Language Allocation Policy principals and guidelines. C.S. 92 has three (3) Transitional Bilingual classes from grades one (1) to five (5) serving 133 students. We have two Transitional Bilingual Bridge Classes ; Grade One and Two and a Grade Three / Four bridge class and one grade five TB class. In grades 1 through 5, our students are engaged in the Transitional Bilingual Program Model. Our ESL program services students in grades k - 5 as a push in and pull out program. Students are service based on their LAB-R or NYSESLAT results.

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

C.S. 92 is a Pre K through grade 5 elementary school serving an ethnically diverse population of which 73.0% are Hispanic, 28% are African American, 0.2% are White / Alaskan Natives and Native Americans. English Language Learners placement is based on Home Language Survey Forms, an informal oral interview and LAB R Results. As part of Section 154, parents of students are continuously informed of the various activities and examinations through parent workshops, letters, and monthly school calendar in both English and Spanish.

At the beginning of each year a team consisting of the following member: Assistant Principal Bilingual Coordinator, Ms. Schrader, School Pupil Accounting Secretary, Denise DeJesus, Bilingual Family Worker, Evelyn Rivera, Bilingual Parent Coordinator, Mildred Rodriguez, ESL Teacher, Jerome Wise, and SETTS Teacher, Roberto Trevino are provided with an Bilingual Registration Orientation Meeting. During this meeting the members of the team are provided with a description of the steps to initially identify students who may be ELLs. The following delineate the roles and responsibilities of each faculty member who will participate in the registration process:

1. School Safety Agent, J. Morel will give each parent a registration pass to the main office.
2. D. DeJesus will check their address and give them information regarding their zone school. If they are zoned to our school she will give them a registration number.
3. I. Guerrero will check the CAP system to verify Special Education status.
4. M. Rodriguez, D. Solero, and E. Rivera will greet the parents/ guardians and explain the registration process.
 - a. They will check and make sure the parents have all documentation papers necessary for registration except the Home Language Survey.

5. I. Perez will make copies of the documentation papers and return them to back to Millie, Denise and Evelyn.
6. R. Trevino (Translator), J. Torres (Translator), and J. Wise provide and review all Home Language Survey forms. If the home language is other than English or student's native language is other than English, they will conduct informal interview of students.
- a. Keep a list of students who will need LAB R and assess within 10 days of admission to our school.
7. R. Trevino will check for any special needs students and I.E.P. and make his recommendations for placement as indicated on the I. E. P.

8. The Principal will review new entrance slips and assign students to their classes.

9. D. DeJesus **This school serves the following grades (includes ELLs and EPs)** into A.T.S. Parents of newly enrolled ELL students are provided with an orientation session throughout the year, on the state standards, assessments, school expectations and general program. Check all that apply "Orientation for Parents" for English Language Learners which explains the three programs offered in New York City Public schools. During the school year the Pupil Personal Secretary Denise DeJesus, conducts all registrations in the main office, this includes administering the Home Language Identification Survey. If she observes that a child maybe an ELL student, she immediately notifies Mr. Wise, ESL teacher. He follows up with a student interview and informs the parent of his determination. It is only after the ESL teacher Mr. J Wise orally interviews the student that he determines whether he will administer the LAB-R. Based on the oral interview, the students is tested with the LAB-R if the student is not able to demonstrate command of the English language they are then assessed utilizing the Spanish LAB within 10 day of admission. At the completion of the orientation parents of newly enrolled ELL complete a parent survey. The parents are informed of the New York City-wide three- (3) different Bilingual programs and parent choices.

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

1. Parents whose Native Language is Spanish request their child enter our either the TB or ESL program. Currently, we are observing a new trend in which many parents of newly admittted ELLs are requesting ESL or Dual Language programs. Thus, we are researching, observing, and obtaining professional development for our staff to implement a Dual Language program in the near further.
2. Parents of new admits, whose native language is Spanish and are entering the New York City Public School system for the first time, request their child be placed in a Bilingual Program.
3. Parents of a transfer student, whose native language is Spanish and has had their child in a Bilingual Program, request their child continue their education in a Bilingual Program.

Thus, the programs in our school are aligned with parental request. Regardless, of the parent's choice whether it be Transitional Bilingual or ESL program selection the students who are determined to be ELLs are scheduled for the LAB-R and or Spanish LAB within ten days of admission to our school. In the lower grades Mr. J. Wise, ESL teacher administers the LAB-R and or Spanish LAB in the upper grades such as three, four and five; the classroom teacher has been train to administer the LAB-R and submits the documentation to Mr. J. Wise for review and submission.

All ELLs identified in our Master list of Entitlement are administered the New York State English Language as a Second Language Arts Test(NYSESLAT). Each year during our monthly TBE meetings we review the entitlement list and testing procedures and protocols to ensure all students are tested. TBE classroom teachers and ESL teacher meet with the Testing Coordinator to receive Parent notification letters, teacher directions and on the day of the test, testing materials. The Testing and Bilingual Coordinator meet to review and check to ensure all students have been administered all sections of the NYSESLAT.

The ESL teacher Mr. J. Wise works collaboratively with Ms. Nilsa Schrader, Bilingual Coordinator and K-5 teachers to ensure that parents are constantly informed of their child's academic standing as a result of the LAB-R and NYSESLAT. Thus, Mr. J. Wise distributes the parent choice letters and program selection forms to the teachers before Parent Teacher Conference so that the teacher can meet with the parents and distribute the letters and get signatures.

Based on the LAB-R, Spanish LAB, and NYSESAT parent entitlement letters are distributed. The ESL teacher files the returned entitlement letters and parent surveys selection forms in his office. At the beginning of each year the parents receive notification letters of entitlement, continued entitlementor, if the students scored at the Proficiency level they receive the Non-Entitlement Transitional letter. All students who achieve proficiency are provided with two years of support services such as test modifications and admission to Saturday Acadamey and AIS services.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	132	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	17
SIFE	4	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									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	36	4	0	12	0	0	0	0	0	48
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	50	0	14	34	0	3	0	0	0	84

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Total	86	4	14	46	0	3	0	0	0	132
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	9	5	15	5	14								48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	9	5	15	5	14	0	48						

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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	27	4	15	10	9	5								70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1		2	2								6
Haitian														0
French	1			1										2
Korean														0
Punjabi														0
Polish														0
Albanian						0								0
Other	1	1	2	1	1	0								6
TOTAL	30	5	18	12	12	7	0	84						

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

At C.S. 92 have both the Transitional Bilingual and English as a Second Language programs in grade K- 5. We have one transitional bilingual class for each grade K- 5. For our Free Standing ESL program we have one ESL and one Special Education ESL Teacher. In the early grades Kindergarten and First, our model of instruction is focused on developing the native language using the 60/40 model. Here the teacher develops the students' native language, Spanish, builds confidence, self esteem and pride for the native language. The content areas of Native Language Arts, Math, Science and Social Studies are taught in the students' native language, while Art, Music, Physical Education, and Technology are taught in English.

The 90 minute literacy block is utilized in Spanish to develop literacy and oral language skills. In the Early Childhood grades English literacy skills such as phonemic awareness, fluency, and word attack skills are introduced using the Waterford Early Intervention Program and ESL methodologies. . This is taught in our Early Childhood Intervention Technology lab where students utilize computers to develop literacy skills in English. In the early grades, the teachers utilized the classroom Spanish and English Library, Getting Ready of the N.Y.S.E.S.L.A.T, both Spanish and English Math books, center materials, manipulative, Spanish Phonic and Literacy Scott F books, maps and globes to teach the various disciplines. The students in these grades are assessed utilizing the Foundations Program and A-Z Spanish reading running records, and Teachers College English running records as well as formal and informal teacher assessment in core curriculum areas such as Social Studies, Math and Science. In the NYSELSAT many of the students in K/ 1 score at the beginning and intermediate levels. However, utilizing the A- Z Spanish Literacy assessment program, the students achieve scores of intermediate and advance levels. Thus, the students tend to dominate the native language with more success and fluency.

In grades one – five the students are assessed using N.Y.S.E.S.L.A.T proficiency levels. Utilizing the results of this exam, the teachers differentiate instruction based on beginning, intermediate, and advance. For example, beginners in these grades receive 50% of their classroom instruction in English and the other 50 % is in Spanish. Whereas, students who score at the advanced level, are provided with 75% English instruction and 25% Spanish. In all instances teachers utilized ESL strategies and methodologies to develop literacy and math skills. Teachers are required to submit and post schedules which reflect the students' proficiency levels and units of instructions based on these competencies. Thus, insuring that students who scored at the beginning and intermediate levels on the N.Y.S.E.S.L.A.T exam receive 360 minutes and advanced students receive 180 minutes of ESL per week.

Students with Interrupted Formal Education (SIFE)

Students who have had interrupted formal education are assessed using the LAB-R. A parent conference is scheduled to provide an orientation session with the school parent coordinator. Here the parents are informed of our bilingual programs and the students are placed accordingly. The SIFE students are provided with differentiated instruction based on their ability levels in their native languages. The

A. Programming and Scheduling Information

classroom teacher is responsible assessing and grouping the students for instruction. A certified bilingual teacher provides additional Native Language Arts and English Language Arts Instruction for these students. For all other content areas of instruction the classroom teacher is responsible for providing instruction on the grade level. The ESL teacher schedules the SIFE students and begins to teach them how to read and write English.

ELLs 4 to 6 years and Long Term ELL s

Students who are identified as long term Ells are offered Academic Intervention Services such as small group instruction and Saturday Extended Day Literacy and Mathematics Academy Classes to enhance academic and language competency. Here the students are provided with small group instruction in English. The language of instruction is based on the teachers' recommendations and the New York State English as a Second Language Achievement Test. Long term ELLs are still serviced by the ESL teacher and are offered extra intervention in our Reading and Math via the push in and for beginners pull out program.

ELLs identified as students with disabilities

These students are in self-contained Special Education class k-5 are serviced by the SETTS teacher and according to their I.E.P. mandates. The Special Education pull out service provider utilizes a various instructional strategies to differentiate modalities of instruction, such as role playing, books on tape, graphic organizers, phonemic awareness and basic liteacy and math skills. The materials used also depends on the students instructional level, programs utilized are: Foundations, Wilson, Everyday Math, Times for Kids, NYS Science and Social Studies Scope and Sequence k-5, Common Core Standards, and Teachers College Reading and Writing strageties and rubrics. FLexible grouping is utilized by the service provider, Mr. Trevino, to ensure he see students on a daily basis in small groups. Via weekly grade meetings he is able to articulate with the classroom teachers and obtain additional information to align his support services with the classroom instruction. These students are also included and serviced via our newly developed ICT classes, ASP, Saturday Academy School P and are included in all core curriculum instructional program via computers, music, art, drama, guidance, and special events such as plays, trips,and grade celebrations.

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%	same test accomodation as current ELLs.		
75%	ELL students are invited to participate in all school programs via consent slips. School funding is utilized to include ELLs in all curricular and extra curricular as well as: trips, plays,celebrations, AIS, Small Group Instruction,Saturday Academy and Summer School.		
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?

- heritage classes

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?
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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)?

NA

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.

The Assistant Principal, teachers and support staff in our school are selected to attend professional development days out of the building specifically pertaining to English Language Learners as offered by the Office of English Language Learners in NYC, Columbia University Teachers College Reading and Writing Workshop Model Calendar Days and our Fordham PSO network CFN 551.

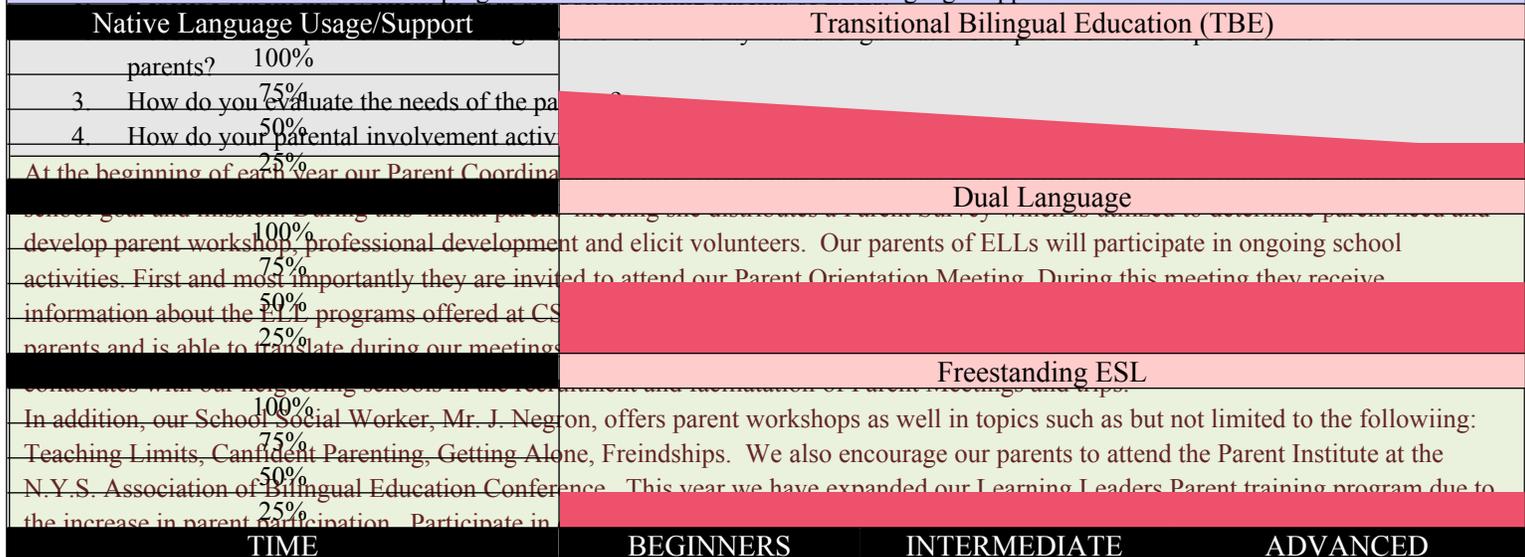
These professional development opportunities are scheduled throughout the school year and include scheduling all ELL teachers to attend monthly meetings with the school Bilingual Coordinator to discuss data, strategies for meeting the needs of our ELLs. and sharing of best practices obtained at off-site meetings.

The ELL personnel also receive calendar days on the implementation and data interpretation of the NYSESLAT, Teachers College Running Records, ARIS data on standardized assessments and the Inquiry Process.

To support ELLs students in the transition from elementary to middle school the parent coordinator in conjunction with our Bilingual Assistant Principal schedule meetings with the teachers on the selection process and middle school options. Assembly program are scheduled where students are informed and have an opportunity to ask questions about middle school. These sessions are also held in the classroom in Spanish by the classroom teacher so that the students can complete comprehend and ask questions. In addition, feeder schools also schedule orientation and recruitment visits to our school. Most importantly we share with our parents that they are welcome to come back to CS92 anytime and meet with our Parent Coordinator for on going support.

Native Language Usage and Supports

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



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

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?

At the beginning of each year our Parent Coordinator, Mildred Rodriguez, conducts a general parent meeting in which she shares our school goal and mission. During this initial parent meeting she distributes a Parent Survey which is utilized to determine parent need and develop parent workshop, professional development and elicit volunteers. Our parents of ELLs will participate in ongoing school activities. First and most importantly they are invited to attend our Parent Orientation Meeting. During this meeting they receive information about the ELL programs offered at CS92. Our Parent Coordinator, Millie Rodriguez, is very actively involved with all our parents and is able to translate during our meetings and special events. She encourages our parents to become Learning Learners and collaborates with our neighboring schools in the recruitment and facilitation of Parent Meetings and trips.

In addition, our School Social Worker, Mr. J. Negron, offers parent workshops as well in topics such as but not limited to the following: Teaching Limits, Confident Parenting, Getting Alone, Friendships. We also encourage our parents to attend the Parent Institute at the N.Y.S. Association of Bilingual Education Conference. This year we have expanded our Learning Leaders Parent training program due to the increase in parent participation. Participate in our Family Nite activities and New York Cares day. Parents will be provided opportunities to be actively involved in the establishment of school-based policies and recommendations by serving as members of the School Leadership Team.

- b. Parents are notified of ongoing events, workshops, and activities in a timely fashion through monthly calendars, reminders letters, flyers, e-mail when provided on by the parent, and a news bulletin board set up at the main entrance.
 - c. Workshops are provided in all curriculum areas.
 - d. Special workshops are directed to the parents of at risk students.
 - e. Parents are encouraged to participate in all events and seminars.
 - f. Recommendations are made to the parents on setting up a quiet area at home for their children to complete their assignments and to study.
 - g. In order to be cognizant of school policies and current events parents are encouraged to participate in our monthly P.A. meetings which are held in the evening hours of 6:00PM-7:30PM.
 - h. C.S. 92 will encourage the parents to share in their child's success reflects the parents diligence and commitment to education.
 - I. Parents are advised to attend Parent Teacher Conferences so that they will be mindful of their child's progress. A translator is provided.
 - j. Parents are asked review and sign their child's homework daily.
 - m. Parents are encouraged to participate in workshops within the neighboring school C.S.211, C.S. 300, C.S. 44 as a networking program between the schools.
 - n. Parents are provided with the Chancellor's Discipline Code.
 - o. Parents are encouraged to attend Workshops at Teacher College.
 - p. Parents will be given the opportunity to network with a Get to Know your Neighbors thought Saturday bingo.
- All parents receive a copy of the school Parent Compact and Parent Involvement Policy.

B. Programming and Scheduling Information--Continued

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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.

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

The LAB- R reveals that new admits students are able to respond to the listen portion. However, in the Reading portion of the assessment they are unable to express comprehension and in Writing the trend follows that of the Reading. Whereas, their Speaking and Listen is limited to their conversation mode.

The New York State English as a Second Language Assessment is another useful tool we use to determine student instructional levels. Upon careful examination of the results in all four modalities, it is evident that the area most in need of improvement is the reading and writing. Observing the patterns most students reach the advance level by the end of second grade. This year(Spring 2011) we had an increase in the number of students who scored at theProficiency level beginning in grade two through five. While most students scored within the intermediate and advance level. Thus, we must continue to emphasize native language arts and writing skills so that the students can transfer the skills and knowledge to the second language, English. In compliance with the Language Allocation Policy, teachers and students continue to have access to instructional resources such as textbooks, classroom libraries, and computers. Students participate in a rigorous instructional program that is aligned to the mandated Native and English Language Arts Core Curriculum supported by a Comprehensive Approach to Balance literacy in Spanish and English. Throughout the grades, the use of the two languages is characterized by color coding print to distinguish the language of instruction, as evident in dual word walls, experience charts, and student displayed work. Field trips, project based learning, assemblies, and technology continues to be utilized to provide students with cultural, education, and language experiences. The use of supplemental resources such as: photographs, videos, art, audio cassettes, magazines and newspaper continue to be used to enhance instruction comprehension and language development.

Teachers continue to conference with students during the writer's workshop to discuss ways to improve the reading and writing connection. This includes increased opportunities for ELL students to use English for self expression and artistic creation, while simultaneously, exposing students to various multicultural artist and historical experiences.

With the use of grant writing our Drama teacher was able to provide our students with a Disney Grant and the ELL participated in the school production of "The Jungle Book". This year we are expanding the oral language and arts program to include two Broadway plays in which the ELL students will participate one in the fall entitled "Aladan" and in the spring "Williewanka and the Chocolate Factory". These oral language opportunities have also demonstrated an increase in our school attendance and discipline.

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

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

Students in 4th Grade whom were our third grade students for the Spring of 2011 scored:

33% of the students scored a level 3 on the New York State Examination for the year 2011.

27% of the students scored a level 2 on the New York State Examination for the year 2011.

Thus, 40% of the students scored a level 1 and above on the NYS Examination which was a decrease in level ones by 7% and an increase in levels 3.

Students in 5th Grade, whom were our 4th grader in the Spring of 2011 scored:

38% of the students scored a level 3 on the New York State Examination for the year 2011.

44% of the students scored a level 2 on the New York State Examination for the year 2008.

Thus, 18% of the students scored a level 1 the NYS Examination demonstrating students scored increase in math surpass their literacy skills.

Thus, the implication for instruction for the ELL students is in to increase the Comprehensive Approach to Mathematics via differentiated, mental mathematics, increasing mathematical terms and phrases and problem solving skills to incorporate the Common Core Standards which require more model representation of mathematics. Secondly, increase professional development opportunities for teachers of ELLs via attending region, and citywide seminars and conferences. We will focus on be on project based learning to increase opportunites for our ELLs to go from the concrete to the abstract.

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

Students in 4th Grade

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)?

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These professional development opportunities are scheduled throughout the school year and include scheduling all ELL teachers to attend monthly meetings with the school Bilingual Coordinator to discuss data, strategies for meeting the needs of our ELLs. and sharing of best practices obtained at off-site meetings.

The ELL personnel also receive calendar days on the implementation and data interpretation of the NYSESLAT, Teachers College Running Records, ARIS data on standardized assessments and the Inquiry Process.

To support ELLs students in the transition from elementary to middle school the parent coordinator in conjunction with our Bilingual Assistant Principal schedule meetings with the teachers on the selection process and middle school options. Assembly program are scheduled where students are informed and have an opportunity to ask questions about middle school. These sessions are also held in the classroom in Spanish by the classroom teacher so that the students can complete comprehend and ask questions. In addition, feeder schools also schedule orientation and recruitment visits to our school. Most importantly we share with our parents that they are welcome to come back to CS92 anytime and meet with our Parent Coordinator for on going support.

E. Parental Involvement

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

At the beginning of each year our Parent Coordinator, Mildred Rodriguez, conducts a general parent meeting in which she shares our school goal and mission. During this initial parent meeting she distributes a Parent Survey which is utilized to determine parent need and develop parent workshop, professional development and elicit volunteers. Our parents of ELLs will participate in ongoing school activities. First and most importantly they are invited to attend our Parent Orientation Meeting. During this meeting they receive information about the ELL programs offered at CS92. Our Parent Coordinator, Millie Rodriguez, is very actively involved with all our parents and is able to translate during our meetings and special events. She encourages our parents to become Learning Learners and collaborates with our neighboring schools in the recruitment and facilitation of Parent Meetings and trips.

In addition, our School Social Worker, Mr. J. Negron, offers parent workshops as well in topics such as but not limited to the following: Teaching Limits, Confident Parenting, Getting Alone, Friendships. We also encourage our parents to attend the Parent Institute at the N.Y.S. Association of Bilingual Education Conference. This year we have expanded our Learning Leaders Parent training program due to the increase in parent participation. Participate in our Family Nite activities and New York Cares day. Parents will be provided opportunities to be actively involved in the establishment of school-based policies and recommendations by serving as members of the School Leadership Team.

b. Parents are notified of ongoing events, workshops, and activities in a timely fashion through monthly calendars, reminders letters, flyers, e-mail when provided on by the parent, and a news bulletin board set up at the main entrance.

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- b. Parents are notified of ongoing events, workshops, and activities in a timely fashion through monthly calendars, reminders letters, flyers, e-mail when provided on by the parent, and a news bulletin board set up at the main entrance.
 - c. Workshops are provided in all curriculum areas.
 - d. Special workshops are directed to the parents of at risk students.
 - e. Parents are encouraged to participate in all events and seminars.
 - f. Recommendations are made to the parents on setting up a quiet area at home for their children to complete their assignments and to study.
 - g. In order to be cognizant of school policies and current events parents are encouraged to participate in our monthly P.A. meetings which are held in the evening hours of 6:00PM-7:30PM.
 - h. C.S, 92 will encourage the parents to share in their child's success reflects the parents diligence and commitment to education.
 - I. Parents are advised to attend Parent Teacher Conferences so that they will be mindful of their child's progress. A translator is provided.
 - j. Parents are asked review and sign their child's homework daily.
 - m. Parents are encouraged to participate in workshops within the neighboring school C.S.211, C.S. 300, C.S. 44 as a networking program between the schools.
 - n. Parents are provided with the Chancellor's Discipline Code.
 - o. Parents are encouraged to attend Workshops at Teacher College.
 - p. Parents will be given the opportunity to network with a Get to Know your Neighbors thought Saturday bingo.
- All parents receive a copy of the school Parent Compact and Parent Involvement Policy.

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

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)	30	11	11	13	5	5								75
Intermediate(I)	0	2	10	10	4	7								33
Advanced (A)	0	1	2	5	7	9								24
Total	30	14	23	28	16	21	0	0	0	0	0	0	0	132

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	30	2	0	1	1	0							
	I	0	3	1	1	2	4							
	A	0	5	12	14	7	8							
	P	0	8	3	7	7	6							
READING/ WRITING	B	30	14	8	10	5	5							
	I	0	3	6	9	4	7							
	A	0	1	2	4	7	7							
	P	0	0	0	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	7	7	0	0	14
5	8	6	3	0	17
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	6		4		5				15
5	3		7		6				16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							2		2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		6		6		2		17
8									0
NYSAA Bilingual Spe Ed							2		2

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	8	36	42	18					
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:

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.

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

The LAB- R reveals that new admits students are able to respond to the listen portion. However, in the Reading portion of the assessment they are unable to express comprehension and in Writing the trend follows that of the Reading. Whereas, their Speaking and Listen is limited to their conversation mode.

The New York State English as a Second Language Assessment is another useful tool we use to determine student instructional levels. Upon careful examination of the results in all four modalities, it is evident that the area most in need of improvement is the reading and writing. Observing the patterns most students reach the advance level by the end of second grade. This year(Spring 2011) we had an increase in the number of students who scored at the Proficiency level beginning in grade two through five. While most students scored within the intermediate and advance level. Thus, we must continue to emphasize native language arts and writing skills so that the students can transfer the skills and knowledge to the second language, English. In compliance with the Language Allocation Policy, teachers and students continue to have access to instructional resources such as textbooks, classroom libraries, and computers. Students participate in a rigorous instructional program that is aligned to the mandated Native and English Language Arts Core Curriculum supported by a Comprehensive Approach to Balance literacy in Spanish and English. Throughout the grades, the use of the two languages is characterized by color coding print to distinguish the language of instruction, as evident in dual word walls, experience charts, and student displayed work. Field trips, project based learning, assemblies, and technology continues to be utilized to provide students with cultural, education, and language experiences. The use of supplemental resources such as: photographs, videos, art, audio cassettes, magazines and newspaper continue to be used to enhance instruction comprehension and language development.

Teachers continue to conference with students during the writer's workshop to discuss ways to improve the reading and writing connection. This includes increased opportunities for ELL students to use English for self expression and artistic creation, while simultaneously, exposing students to various multicultural artist and historical experiences.

With the use of grant writing our Drama teacher was able to provide our students with a Disney Grant and the ELL participated in the school production of "The Jungle Book". This year we are expanding the oral language and arts program to include two Broadway plays in which the ELL students will participate one in the fall entitled "Aladdin" and in the spring "Williewanka and the Chocolate Factory". These oral language opportunities have also demonstrated an increase in our school attendance and discipline.

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

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

Students in 4th Grade whom were our third grade students for the Spring of 2011 scored:

33% of the students scored a level 3 on the New York State Examination for the year 2011.

27% of the students scored a level 2 on the New York State Examination for the year 2011.

Thus, 40% of the students scored a level 1 and above on the NYS Examination which was a decrease in level ones by 7% and an increase in levels 3.

Students in 5th Grade, whom were our 4th grader in the Spring of 2011 scored:

38% of the students scored a level 3 on the New York State Examination for the year 2011.

44% of the students scored a level 2 on the New York State Examination for the year 2008.

Thus, 18% of the students scored a level 1 the NYS Examination demonstrating students scored increase in math surpass their literacy skills.

Thus, the implication for instruction for the ELL students is in to increase the Comprehensive Approach to Mathematics via differentiated, mental mathematics, increasing mathematical terms and phrases and problem solving skills to incorporate the Common Core Standards which require more model representation of mathematics. Secondly, increase professional development opportunities for teachers of ELLs via attending region, and citywide seminars and conferences. We will focus on be on project based learning to increase opportunities for our ELLs to go from the concrete to the abstract.

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

Students in 4th Grade

Part VI: LAP Assurances

School Name:

CS92

School DBN: 12x092

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Manuel Estrella	Principal		11/1/11
Nilsa Schrader	Assistant Principal		11/1/11
Mildred Rodriquez	Parent Coordinator		1/1/01
Jerome Wise	ESL Teacher		1/1/01
Iris Amayo	Parent		1/1/01
Alex Mayancela , 5 th TBE	Teacher/Subject Area		1/1/01
Rosa Montalvo, 1/2 TBE	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Zaida Glass	Guidance Counselor		1/1/01
Margaret Struk	Network Leader		1/1/01
Lysette Vazquez 3/4 TBE	Other <u>Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X092 **School Name:** C.S. 92

Cluster: CFN 551 **Network:**

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

Part A: Needs Assessment Findings

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

Based on a review of the Home Language Survey Forms and School Leadership Team recommendations, in compliance with the No Child Left Behind and Child First Mandates, we find the need to request a Spanish Translator . The Spanish Translator is utilized during initial school entry interviews and applications, parent meetings, and to translate written documents such as but not limited to the following; monthly calendar, letters and flyers. Parent letters and notifications are translated and sent home in English and Spanish. For those parents of student whose native language is Arabic or Albanian, we utilize the Department of Education Telephone and Computer Translation service.

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

The Home Language Survey data indicates that 74% of our parent are Hispanic and a increased number 1.0% are of Arabic and Albanian. In September during our School-wide Open House and Parent Orientation sessions, the parents are informed of our ELL programs and translations services offered by C.S. 92 Assistant Principal, Parent Coordinator and Pupil Personnel Secretary. All notifications are translated from English to Spanish and are send home via Parent letters.

Part B: Strategies and Activities

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

In house by school staff Spanish Translator translates English documents into Spanish, thus, providing a parent – school connection which will improve their parent capacity to assist their children academically and in their social achievement. The items to be translated consist of, but will not be limited to, the following:

- o Parent Letters to communicate about academic programs and services offered in the school.
- o Open School Night Activities
- o Testing Dates and Preparation
- o Parent Workshops
- o Parent Surveys

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

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

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

Office for Family Engagement and Advocacy
Translation and Interpretation Unit
N.Y.C. Department of Education
45-18 Court Square - 2nd Floor
Long Island City, NY 11101
E-mail: translations@schools.nyc.gov
<http://www.nyc.gov/schools/offices/translation>

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

C.S. 92 conforms to the Section VII of the Regulations A-663 regarding parental notification requirements for translation and interpretation services as found in our Budget Plan for Translations/ Interpretation Plan 2011-2012.