



*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

PUBLIC SCHOOL 93

SCHOOL NAME : \_\_\_\_\_

**08x093**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): \_\_\_\_\_

DONALD P. MATTSON

DMATTSO@SCHOOLS.NYC.GOV

PRINCIPAL: \_\_\_\_\_

EMAIL: \_\_\_\_\_

TIMOTHY BEHR

SUPERINTENDENT: \_\_\_\_\_

**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
Donald P. Mattson	*Principal or Designee	
Roxanne Mathurin	*UFT Chapter Leader or Designee	
Susan Oyola	*PA/PTA President or Designated Co-President	
Jacqueline Powell	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Marilyn Carella	Member/ teacher	
Erica Cioffi	Member/ teacher (Chairperson)	
Michelle Robinson	Member/ parent	
Michelle Reid	Member/ parent	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

Based on the assessment results on the NYS ELA (2010-2011), our Students with Disabilities (SWDs) have been targeted as not having made sufficient progress to attain AYP. The goal is, through interventions, our students with disabilities will make sufficient progress so that our school will attain AYP in this subgroup.

### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**
- Based on New York State ELA results for 2010-2011, less than 20% of all special education students, in grades 3-5, achieved a level 2 or higher. These results have placed the school in the accountability status of Restructuring-Year 1-Focused. This has generated the need to implement strategies that will improve the performance of this sub-group.

### **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,**  
We have introduced a new literacy intervention program called the Fountas and Pinell Intervention Program. This program is designed to target phonetic awareness, vocabulary and comprehension skills. This is now being used as the guided reading program in self contained special education classes Teachers have been trained by school based staff developers as a part of our school wide PD program. Also, we are using New Heights, a reading/listening program, designed to increase fluency, Razz Kids--a home based leveled text program, and Imagine Learning, a technology based program designed to improve phonics, word recognition and comprehension skills.  
A new home based SES program "All About Kids" is being introduced as a home based program for the students, who, due to transportation issues, cannot attend school based enrichment/ remedial programs
  - b) staff and other resources used to implement these strategies/activities,**  
Professional development has been provided by school based literacy staff developers and by trained personnel from Imagine Learning. Also off-site teacher development has been made available through Goldmansour which emphasizes differentiated instruction within the classroom.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**  
Bi-weekly grade conferences and common planning time are used to evaluate and determine the effectiveness of these interventions. Also, school based assessments, informal teacher assessments and acuity results will be evaluated
  - d) timeline for implementation.**  
The interventions will be re-evaluated for effectiveness in the middle of the school year (February 1), and changes, if necessary will be incorporated.

**Strategies to increase parental involvement**

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

Parent workshops will be developed to encourage and assist parent in working with their children in both literacy and mathematics activities at home. "Meet the Teacher" Night and curriculum meetings developed by the Parent Coordinator are used to promote parent involvement.

**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.**

All teachers are classified as Highly Qualified.

**Service and program coordination**

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

Other than Federal education money and SINI (School in Need of Improvement) money provided to the school, there are no other resources that are a part of the coordination/implementation of these programs.

**Budget and resources alignment**

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

- **Fountas and Pinell Intervention System**--object code 130, Supplies
- **Imagine Learning**--Object Code 199, Educational Software
- **Razz Kids**--Object code 199, Educational Software
- **Goldmansour Professional Development**--Object Code 461, Curriculum and Staff Development

## 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.**  
Based on assessment results on the NYS ELA (2010-2011), our Hispanic students have been targeted as not having made sufficient progress to attain AYP. The goal is, through interventions, our Hispanic students will make sufficient progress so that our school will attain AYP in this sub-group.

### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**  
Based on the New York State ELA results for 2010-2011, less than 25% of all Hispanic students in grades 3-5, achieved a level 2 or higher. These results have placed the school in the accountability status of Restructuring (Year1) --Focused. This has generated the need to implement strategies to improve the performance of this sub-group.

### **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,**  
refer to the strategies/activities from Annual Goal 1 and:  
A new ESL teacher has been hired to more adequately meet the needs of the students in this sub-group.  
Strategies that are to be used: include; small group enrichment instruction, Imagine Learning intervention, language experience activities, native language text support (where applicable), Teacher/classroom strategies include: guided reading, self selective reading/ writing/ speaking and listening, and "Working With Words. Also, "Getting Ready for the NYSESLAT and Beyond (Anastasio and Assoc.) are used regularly.
  - b) **staff and other resources used to implement these strategies/activities,**  
An ESL teacher provides instruction for students based on performance on the LABR (for initial placement) and on the NYSESLAT (for continued eligibility). Classroom teachers have been trained in strategies to support the needs of ELLs within the scope their daily instruction.
  - c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**  
Grade meetings will include the ESL teacher who will articulate with classroom teachers regarding the progress being made in both the classroom and in the ESL instructional setting. Classroom teacher and the ESL teacher will work together on test taking strategies/comprehension skills for the ELL population. The ESL teacher will "push-in" to select classrooms of grades 3-5 to work with and support ELL students during test preparation/ literacy/ periods
  - d) **timeline for implementation.**  
The program will be reviewed by the administration, the ESL teacher and classroom teachers midway through the school year to determine/evaluate effectiveness. Results of the NYS ELA (2012) and the NYSESLATY will also determine/ measure effectiveness

**Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- In addition to the strategies outlined in the PIP, two meetings for parents of ELL students will be held during the school year (fall 2011, spring 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.**  
The bilingual special education teacher is a licensed, tenured bilingual special education teacher. The ESL teacher is an experienced bilingual teacher who is currently enrolled in course work for ESL certification

**Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**  
Other than federal education money and SINI (School In Need of Improvement) money provided to the school, there are no other resources that are a part of the coordination/ implementation of these programs

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **ESL Teacher**--funded--tax levy, Fair Student Funding
- **Test Prep**--Object Code 130,Supplies
- **Imagine Learning** Object Code 199, Educational Software

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**  
There is significant need for improvement on the assessment results of the New York State Mathematics for students with disabilities. This is based on information on the 2011-2012 New York State Report Card.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Based on New York State Mathematics results for 2010-2011, less than 20% of all special education students, in grades 3-5, achieved a level 2 or higher. These results have placed the school in the accountability status of Restructuring-Year 1-Focused. This has generated the need to implement strategies that will improve the performance of this sub-group.

#### **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,**  
We have re-introduced "Everyday Counts" as a supplementary program which will strengthen computation skills, number sense and problem solving. Results of Everyday Math assessments will be evaluated to determine the specific needs of SWD's. The math /science cluster teacher will emphasize mathematics skills, using manipulative activities and hands on learning activities. Teachers will receive professional development from the mathematics/ science cluster teacher, on test taking strategies. Also, Word-problem strategies will be developed through "Mathematical Problems Solving (*Options*) ..
  - b) **staff and other resources used to implement these strategies/activities,**  
The mathematics / science cluster teacher will assist teachers of self contained SWD classes with professional development and articulation of student needs.
  - c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**  
Bi-weekly grade conferences and common planning time are used to evaluate and determine the effectiveness of these interventions. Also, school based assessments, informal teacher assessments and acuity results will be evaluated .
  - d) **timeline for implementation.**  
The interventions will be re-evaluated for effectiveness in the middle of the school year (February 1), and changes, if necessary will be incorporated

**Strategies to increase parental involvement**

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

Parent workshops will be developed to encourage and assist parent in working with their children in both literacy and mathematics activities at home. "Meet the Teacher" Night and curriculum meetings developed by the Parent Coordinator are used to promote parent involvement.

**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.**

All teachers are Highly Qualified Teachers (HQT)

**Service and program coordination**

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

Supplementary Education Services (Edison Learning and All About Kids) are available or all students based on SINI status.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Everyday Counts**--Object Code 130, Supplies
- **Options**--Object Code 337, Textbooks
- **Cluster Teacher Funding**--Tax Levy-- Fair Student Funding

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

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

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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

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

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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>	4		5	
<b>1</b>	18		<b>N/A</b>	<b>N/A</b>	5		1	
<b>2</b>	11		<b>N/A</b>	<b>N/A</b>	6		1	
<b>3</b>	12		<b>N/A</b>	<b>N/A</b>	2		2	
<b>4</b>	13	19			11		1	
<b>5</b>	16	20			5		10	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b>Fountas and Pinell Academic Intervention Kits--small group instruction during the school day.</b></p> <p><b>"Edison Learning"--school based after school SES program (small group)</b></p> <p><b>"All About Kids"--home based after school SEs program (individual)</b></p> <p><b>"Saturday Academy for Success" small group</b></p>
Mathematics	<p><b>"Edison Learning--school based afterschool SES program (small group)</b></p> <p><b>"All About Kids" --home based after school SES program (individual)</b></p> <p><b>"Saturday Academy for Success"--small group</b></p>
Science	Not applicable
Social Studies	Not applicable
At-risk Services provided by the Guidance Counselor	Small group and individual counseling, both mandated and at risk
At-risk Services provided by the School Psychologist	Not applicable
At-risk Services provided by the Social Worker	Small group and individual counseling, family outreach, assistance to families with medical and family issues. Arranges optometric appointments, job counseling, Order of Protection, etc.

<b>At-risk Health-related Services</b>	<b>The school social worker arranges for at risk health related services, including the need for medical paraprofessionals (3)</b>
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

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**PARENT INVOLVEMENT POLICY (PIP) --PUBLIC SCHOOL 93**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- **(Parent Workshops by Parent Coordinator and select teachers)**
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- **All letters / communication to parents are provided in English and Spanish, No other language translations are needed at this time.**
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

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

**School DBN:** 08x093    **School Name:** Public School 93

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

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

**Category:**     Basic             Focused             Comprehensive

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

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

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

The school was identified for not making AYP for Hispanic students in ELA, SWD students in ELA and SWD students in mathematics. We have not received the report concerning the findings of the JIT.

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.

An F-Status teacher will be hired, effective January 3, 2012, who will work three days per week with SWD's (grades 3 - 5) in the areas of literacy and mathematics. Intervention will consist of one on one tutoring/enrichment and small group ( 2 - 4 students).

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

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

Professional development will be provided by Goldmansour, an off-site professional development firm. The professional development will consist of working with kindergarten and first grade teachers to provide strategies that can be used to prevent student referrals to special education.

We are currently looking into high quality professional development programs for our teachers of SWD's and Hispanic students who are designated as ELLs.

This is the same Title I 10 % already set aside. This can be from your CEP.

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

Mentoring will be provided by visiting on-site staff developers to teachers who are a part of the Goldmansour professional development.

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

A parent letter will be sent home to all parents informing them of the school's identification for improvement based upon State Standards. This letter will be sent home in both English and Spanish. **The letter is provided by the State/DOE and does not indicate city accountability.**

**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 #401	District 08	Borough Bronx	School Number 093
School Name The Dr. Albert G. Oliver School			

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

Principal Mr. Donald Mattson	Assistant Principal Ms. LaRusso/Mr. Rivera
Coach Ms. B. Bonano	Coach Francis Ortiz
ESL Teacher Ms. Jacqueline Devanny	Guidance Counselor Elizabeth Cruz
Teacher/Subject Area Ms. Abreu/Bil. Special Ed.	Parent Susan Oyola
Teacher/Subject Area Mr. Blumberg/Special Ed.	Parent Coordinator Laura Barton
Related Service Provider Norma Palmer	Other Ms. Susan Carpentier
Network Leader Alice Brown	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	1	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

### D. School Demographics

Total number of students in school	337	Total Number of ELLs	49	ELLs as share of total student population (%)	14.54%
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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. 

1. All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). The survey helps the school identify students who may have limited English language proficiency. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (Lab-R) test within ten days of enrollment. The Lab-R results determine whether students are entitled to bilingual/ESL programs and services. During registration various pedagogues assisted in the screening and administering the HLIS. All initial testing and placement is done by a certified ESL teacher.
2. Public School 93 has always insured that the parents understand all three of the program choices being offered. This requirement was fulfilled by inviting the parents to a parent orientation meeting. This enabled the parents to view a tape or CD which explained the various programs offered. The CD was shown in English and Spanish to assure that it was understood by all the parents. The current program for ELLs consists of 1 bilingual transitional Special Education class and a free standing ESL program. The bilingual transitional program provides for instruction in two languages, Spanish and English. ELLs receive content area instruction in Spanish and in English, native language arts instruction, ESL and ELA instruction. The current ESL program is a Push-in/Pull-out model taught by a full-time ESL certified teacher. Students will be placed in classes on their grade to meet the scheduling requirements of our literacy block that will coincide with the ESL teacher using the push-in model. The ESL teacher will support the classroom literacy initiatives for the designated ELL students within the class. All ELL students (free standing and also those students in bilingual classes are assessed annually with the NYSESLAT to determine the need for further placement. The need of ELL students will also be recognized through a renewed school wide awareness of the culture of our ELL students.
3. Entitlement letters are distributed to all parents in English and Spanish.
4. Once a teacher has collected the HLIS and interviewed the students/parents and determines that a language other than English is spoken, and student is not English proficient, then the student is administered a Language Assessment Battery-Revised (LAB-R). this is a test that establishes English proficiency level. Students who score below proficiency cut score on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish and score below proficiency cut score on the LAB-R are also administered a Spanish LAB to determine language dominance.
5. After reviewing the parent survey and program selection forms for the past years, most parents have desired an ESL program for their children. The few parents who requested a bilingual placement were advised of the transfer option alternative. Parent Assurance Surveys were completed and returned after the parent orientation meeting.
6. Yes, our school is aligned with what the parents have requested. Parents are notified in writing of their children's eligibility for placement in an English As A second Language or bilingual Special Education.

## 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): English
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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)				1	5	7								13
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>														0
	6	5	8	5	3	9								36
<b>Total</b>	6	5	8	6	8	16	0	0	0	0	0	0	0	49

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	27
SIFE	1	ELLs receiving service 4-6 years	15	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	6	1	0	7	0	7				13
Dual Language										0
ESL										0
<b>Total</b>	6	1	0	7	0	7	0	0	0	13

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				1	5	7								13
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>7</b>	<b>0</b>	<b>13</b>						

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	8	4	3	9								34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1										2
<b>TOTAL</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>36</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our ELLs adhere to the Children First Initiative's uniform curriculum. We use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. (Bilingual programs use the balanced literacy approach in native language instruction.) Our ELL program adheres to State Learning Standards for all curriculum areas. Each program has an English As A Second Language (ESL) instruction component based on the New York State ESL standard and aligned to the ELA standards. ELLs in the advanced level of English proficiency also receive ELA instruction. In addition, ELLs in bilingual educational programs receive Native Language Arts (NLA).
  - a. The organizational models used are the push-in/pull-out model.
  - b. The program model used with our ELLs is the heterogeneous (mixed proficiency level).
2. All our programs for ELLs offer the necessary ESL and ELA instructional units required by (CR Part 154). These regulations require that students, grades k-8, at beginning and intermediate levels of English proficiency must have two units of ESL. At the advanced levels of English proficiency, students in all grades must take one unit of ESL and one unit of ELA coursework. A unit of instruction, is 180 minutes per week. The certified ESL teacher provides the necessary hours of instruction to designated students. Classroom teachers also reinforce language strategies in literacy instruction within their class using differentiated instruction.
3. Literacy materials used within ESL instruction are content area based to coincide with the content area curriculum in each grade. Instruction is differentiated based on the levels of questions/activities that children are asked within each group.
4. All eligible children are tested in the English language version of the LAB-R upon entrance to the school and information provided on the Home Language Survey. Based on the results of the English language form of the LAB-R, the Spanish version of the LAB is administered. Recommendations, based upon these assessment results, are then made for ESL instruction or for bilingual class placement.
5.
  - a. Following the assessment of the SIFE students, we would individually work with the students where it is necessary.
  - b. The plan for ELLs in U.S. schools less than three years would be to first identify the needs of each student. We would then select the appropriate classroom speaking activities (e.g. small group conversations, choral speaking and drama).
  - c. A plan for long term ELLs would be to identify strategies that help English Language Learners utilize their spoken English to develop their reading proficiency in English (e.g. Language Experience Approach).
  - d. Students having special needs would be helped by the use of reading stories or big books and choral reading. The mandated hours are provided by working with the students several times per week.
6. All students are exposed to grade level curricular materials. Vocabulary is developed through a multi-sensory approach. Depending on grade level, picture cards, vocabulary(word) cards are used. In select grades, big books are used to develop language and meaning. Questioning skills are developed using specific vocabulary to develop meaning and comprehension.
7. Students who are identified as ELLs/ SWD's are provided with instruction based on their individual needs. Some students are part of a pull-out program (mixed proficiency model), and others are provided with instruction during the classroom literacy block. The ESL teacher will provide support to targeted children during this instructional period. Additional enrichment time is provided during our school-wide AIS program (8:20-9:10). Students in bilingual classes use balanced literacy for native language instruction.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

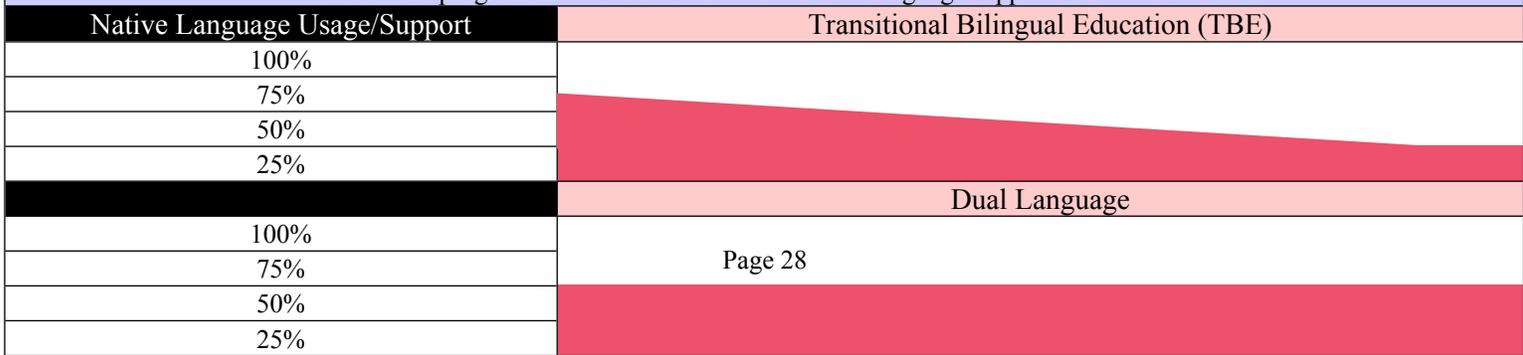
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

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

8. Support for students reaching proficiency on NYSESLAT through activities to foster listening comprehension as well as other ESL strategies. ESL is delivered by the ESL teachers covering listening, speaking, and writing. Students participate in our morning AIS (0) period to receive support in mathematics, writing, and any other skill area needed. Some students participate in afterschool and/or Saturday programs.

9. Support for students reaching proficiency on NYSESLAT through activities to foster listening comprehension as well as other ESL strategies. We work with small groups. Teachers review student performance data on a regular basis and design units of study to meet grade-level course standards. Extended-day support and one-to-one tutoring is available and provided to students who require additional support to meet standards.

10. "Writing Traits" has been introduced for the fourth grade.

11. None

12. All programs are available to all students in the school. Sometimes participation is limited due to transportation issues (lengthy bus rides).

13. A variety of books, tapes and media are used to support the learning of ELLs. A professional development plan for all personnel would be: to inform them of the needs of the ELLs then to acquaint them with a variety of approaches to English Language learning, such as the Language Experience Approach and the Cognitive Academic Language learning approach to language.

14. Native language is delivered by the bilingual teachers to expose the students to a variety of literature in their native language. Also, native language resources (libraries, texts, technology, primary resource materials) are available in the classroom and in the school's library.

15. YES

16. None

17. N/A

## C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

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

1. All classroom teachers are trained in the methodology of instruction needed for ELL students. All personnel are cognizant of the need for assessment, placement, alternate languages for parents and implication for instruction for ELL students.
2. Teachers are made aware of the availability of ESL and bilingual programs in the middle schools to help determine placement.
3. The required 7.5 hours of ELL training was provided by the district/region for teachers.

## E. Parental Involvement

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

1. Parent Literacy Awareness Program- This program is designed to provide parents with strategies and ideas to help improve literacy for all family members. Parent-Teacher conferences in the Fall and Spring. ELL workshop during the Parent-Teacher Conference nights. Parents are provided with parent literacy and mathematics development (Parents as partners). PA meetings are held with Spanish translation. All parent letters are sent in English and Spanish.
2. Not currently. In the past, we have provided ELL programs for parents taught by bilingual teachers.
3. We use the results of the Learning Environment Survey to determine parent needs.
4. Our parent coordinator provides workshops for parents that encompass literacy, mathematics, art, health education and finance.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	5	2	1	2	3								18
Intermediate(I)	0	0	3	3	5	12								23
Advanced (A)	1	0	3	2	1	1								8
Total	6	5	8	6	8	16	0	0	0	0	0	0	0	49

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>	1	2	4	4	2	7							
	<b>P</b>	0	1	2	2	2	5							
READING/ WRITING	<b>B</b>	5	5	2	1	2	3							
	<b>I</b>	0	0	3	3	5	12							
	<b>A</b>	1	0	3	2	1	1							
	<b>P</b>	0	0	0	0	0	0							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9				9
5	11	3			14
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		5		4				16
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

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

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

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

1. We are currently using Fountas and Pinnell to assess the early literacy skills of our ELLs as well as our monolingual students. The administration of the LAB-R and the NYSESLAT determine the level of English Language proficiency.

2. The data patterns reveal that many of our students are proficient in listening and speaking but need further development in reading and writing.

3. Reading and writing has become the primary focus for most students.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Donald Mattson	Principal		10/13/11
Ms. LaRusso/Mr. Rivera	Assistant Principal		10/13/11
Ms. Laura Barton	Parent Coordinator		10/13/11
Ms. Jacqueline Devanny	ESL Teacher		10/13/11
Ms. Susan Oyola	Parent		10/13/11
Mr. Scott Blumberg	Teacher/Subject Area		10/13/11
Ms. Kirsis Abreu	Teacher/Subject Area		10/13/11
Ms. Barbara Bonano	Coach		10/13/11
Ms. Francis Ortiz	Coach		10/13/11
Ms. Elizabeth Cruz	Guidance Counselor		10/13/11
Ms. Roxan Marks	Network Leader		10/13/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 08x093      **School Name:** P.S. 93

**Cluster:** Empowerment      **Network:** 401

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

**Part A: Needs Assessment Findings**

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

At registration, parents are asked to complete an Emergency contact card for their child. On this card, they are to indicate the language spoken at home. (There are personnel available to assist parents, if needed. At the present time, the only languages spoken by our parents are English and Spanish. All letters and communications are sent to parents in each language. Interpretation services are available from school personnel, during the school day, if needed by a parent.

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 findings indicate that only Spanish and English are the current languages spoken by our school parents.

## Part B: Strategies and Activities

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

Written translation services are provided by the school secretary or by a teacher (Ms. Noyola) who is proficient in Spanish. All parent letters are sent out, at the same time, with both English and Spanish translations included.

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 translation services are provided by teachers and personnel in the school who are fluent in Spanish. At the present time, we do not have a need for translation services in any other languages.

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

The teachers will inform the general office as to the need of different language services for parents as needed. Translations services will then be made available based on that need. If necessary, an outside vendor will be used. Parents indicate on the blue emergency contact cards and also at registration, which language is dominant.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Public School 93	DBN: 08X093
Cluster Leader: Chris Grohl	Network Leader: Roxan Marks
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: _30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

There will be a Saturday "Success Academy" which will be held for 12 Saturdays from January 14th-May 12th, from 9:00AM-1:00PM. This program will be available for all ELL and bilingual (SE) students in grades 3-5 (total 48 hours). The focus of the program will be on language acquisition (phonics, word recognition, vocabulary, comprehension skills and writing). The language of instruction will be English with Spanish support where needed. This program will be specifically for those students who scored at a level 1 on the New York State ELA (2011). If there is space remaining after the enrollment of the level 1 students, level 2 students (2011 NYSELA) will be invited to attend.

Materials to be used will include "Rally" Education standardized test preparation materials (ELA), Rally Education Scaffolded Instruction materials (Main ideas and Details, Vocabulary in Context, Conclusions and Inferences and Cause and Effect). Strategies will be introduced 1 year below their current grade placement to help develop the skill/strategy at a functional level.

There will be 3 teachers for this program, one of which is the ESL Teacher and the second, a Common Branch teacher who is bilingual.

### Part C: Professional Development

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

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

Begin description here:

An afterschool Professional Development program will be offered to all classroom teachers that will provide training in the use of ELL strategies for ELL students in the monolingual classroom. This will be designed to help teachers support the learning needs of their ELL students in all areas of classroom instruction. The rationale for this is based on test data indicating that our Hispanic students did not make AYP on the New York State ELA (2011).

This will be a two session program (total 4 hours) over a two week period offered during the month of January (2012). This PD opportunity will be offered to all general and special education teachers (maximum 15). The topics to be covered will include vocabulary development, comprehension skills and expressive language. Also, topics that are aligned to the item analysis of the NYSELA will be reviewed. The provider will be Ms. Jacqueline Devanny (ESL teacher).

**Part D: Parental Engagement Activities**

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

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

Begin description here:

There will be a dual purpose to the parent activities that will be offered to ELL parents. Basic parenting skills, specifically involving the learning environment at home (homework time, bedtime, independent reading time, etc.) will be a focus provided by a classroom teacher to be assigned (4 hours)

A second section of our parent engagement activities will include either Saturday or afterschool classes for parents designed for the development of literacy strategies at home, offering information to parents about the availability of language services and the availability of programs that teach English, outside of the public school setting.

Parents will be notified about the availability of programs via letters (in English and Spanish).

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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