



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

20k192

PRINCIPAL: MRS. LISET ISAAC

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SUPERINTENDENT: MRS. KARINA COSTANTINO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Liset Isaac	*Principal or Designee	
Amy Muscarelle	Assistant Principal/Chairperson	
Ingrid Rojas	*PA/PTA President or Designated Co-President	
Beverly Gold	*UFT Chapter Leader or Designee	
Catherine Speziale	Member/ UFT/ SLT Co-Chairperson/ Recorder	
Nicole Gaglia	Member/ UFT/ SLT Financial Liaison & Timekeeper	
Marie Mohamed	Member/ Parent/ SLT Title 1 Committee	
Lauren Behan	Member/ UFT/ Timekeeper	
Marie Mohamed	Member/Parent	
Nancy Sierra	Member/Parent	
Linda Ustun	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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**

By June 2013, there will be a 4% increase in the number of English Language Learners achieving an increase in the Language Level as measured by the NYSESLAT.

### **Comprehensive needs assessment**

Based on the performance of our English Language Learners (ELLs) on the 2010-2011 ELA examination, our school was placed in SINI status for the 2011-2012 school year. One third (190) of our school's total student population (646) is comprised of English Language Learners. Of these students 58% are in grades 3-8, with a breakdown of 12% (13) beginners, 38% (42) Intermediate and 50% (56) Advanced language level. Based on last year's ELA examination, only 5% of our English Language Learners scored at or above standard as compared to the 39% of all students tested. Although our students, especially our ELLs, are making noted progress, they continue to face challenges in their learning. Through informal observations it has been noted that lessons in ELA still need to be adapted to meet the individual needs of the students. While a variety of strategies are being used and taught to our ELLs, many concepts are still not being mastered due to the material not being properly adapted to meet their needs.

### **Instructional strategies/activities**

#### Activity #1

- A) Extended Day Program: We will continue the Extended Day Program with an early morning start which will allow for small group instruction that is differentiated to meet the needs of targeted students, specifically our ELLs. Teachers are utilizing the Foundations Program and Imagine Learning software, a technology based literacy program that supports foundational language learning for ELL students, during this time.
- B) Responsible Staff Members: All ESL teachers, teachers of ELL students and selected support staff and paraprofessionals servicing these students, Assistant principals, Instructional Coach
- C) Steps Taken to Include Teachers in Decision Making: Grade conferences, common planning, and individual teacher meetings with key personnel (administration, instructional coach, staff developers) will be used to collaborate with classroom teachers and ESL Teachers on use of academic assessments to evaluate the effectiveness of the planned strategies/activities.
- D) Implementation Timeline: September 2012 to June 2013 (Extended Day students were identified in June 2012)

#### Activity #2

- A) After-School ESL Program: After-school instruction is divided into two sessions of instruction. Session 1 is targeted for Newcomers to provide immediate instruction in acquiring the English language. The teachers will be utilizing Carolyn Graham's literacy program "Jazz Chants" and Scott Foresman's text Accelerating English Language Learning. Session 2 consists of ELA and NYSESLAT test strategies for Intermediate and Advanced ELL students. Several students are participating in an after-school literacy program which utilizes Achieve 3000, an online individualized literacy instruction, as a tool to enhance comprehension and increase reading levels.
- B) Responsible Staff Members: Selected ESL teachers in collaboration with selected classroom teachers, Assistant principals, Principal
- C) Steps Taken to Include Teachers in Decision Making: ESL teachers in collaboration with administration create and monitor the effectiveness of the after-school program and resources used during that time. Changes are made based on student performance and progress.
- D) Implementation Timeline: November 2012- February 2013 (Session 1) and February 2013-May 2013 (Session 2)

#### Activity #3

- A) Differentiated Instruction: All teachers in grades K-8 are providing differentiated instruction and student feedback to accommodate the various levels of our ELL students. I-pods are being utilized in some classrooms to support, differentiate, and enhance literacy instruction. Imagine Learning, a technology based literacy program that supports foundational language learning for ELL students is also being used.
- B) Responsible Staff Members: All classroom teachers and ESL teachers in grades K-8, Principal, Assistant Principals, Instructional coach, Data Specialist, Teacher's College Staff Developers and CITE staff developer

- C) Steps Taken to Include Teachers in Decision Making: Grade conferences, common planning, and individual teacher meetings with key personnel (administration, instructional coach, staff developers) will be used to collaborate with classroom teachers and ESL Teachers on utilizing Universal Design for Learning Principles for our English Language Learner students.
- D) Implementation Timeline: September 2012 to June 2013

Activity #4

- A) Professional Development: Professional support for staff members is being provided to best meet the needs of our English Language Learners. Our ESL teachers are working with a Staff Developer from CITE focusing on the following: second language development theory, understanding the English Language Learner, the stages of language acquisition and the implications for instruction, best practices that support the English Language Learner in classroom structure, routines, classroom environment and instructional strategies, UDL Principles, planning and instructional supports in ELA to promote success for English Language Learners. The Instructional Coach and Teacher's College Staff Developers will also work with teachers to improve the effectiveness of their teaching.
- B) Responsible Staff Members: All classroom teachers and ESL teachers in grades K-8, Principal, Assistant Principals, Instructional Coach, Teacher's College Staff Developers and CITE staff developer
- C) Steps Taken to Include Teachers in Decision Making: Teachers created professional goals identifying areas in which they would like to improve. Individualized Professional Development is provided based on their identified needs as well as the needs identified by administration during formal and informal evaluations.
- D) Implementation Timeline: September 2012 to June 2013

**Strategies to increase parental involvement**

Parent workshops will be conducted by our ESL staff to provide materials and training to assist the parents of our English Language Learners in working with their children to improve their achievement level. The Parent Coordinator and Family Worker will assist in disseminating information about school and parent related programs, meetings and other activities in the languages that parents can understand. Opportunities will be provided to parents to assist in reading and understanding accountability systems such as the Annual School Report Card, Progress Report, and the Learning Environment Survey Report. Assistance will be offered in helping parents understand standards and assessments. The Parent Coordinator and Family Worker will organize trips, such as Barnes & Noble, to heighten literacy awareness. The Parent Coordinator will be available to assist parents in viewing the progress of their children through the Aris portal and/or Engrade. The Family worker offers English class to any interested parents on a weekly basis.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

Fiscal and human resources will be coordinated using both Title 1 and Tax Levy monies to fund the strategies/activities mentioned above. Title 1 funding is used to provide professional development from CITE and Teacher's College. Our Assistant Principals are funded through a combination of Tax Levy and Title 1, the Instructional Coach is funded through Contract for Excellence, our AIS teacher through Contract for Excellence and Tax Levy, and the Imagine Learning Program through OTPS.

## **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**

By June 2013, the percentage of students with disabilities in grades 3-8 achieving proficiency (Level 3) in ELA will increase by 3% as measured by the 2013 NYS ELA assessment.

### **Comprehensive needs assessment**

Based on the data from Metric 2 of the 2011-2012 NYC Progress report only 5.9 % of our Self-Contained, 12.1% Integrated Co-Teaching (ICT) and 13.3 % Special Education Teacher Support Services (SETSS) students scored at performance levels 3 or 4 in ELA resulting in a C (11.4/25) in Student Performance. Currently our December 2013 Independent Reading Level school data indicates that 63% of our K-8<sup>th</sup> grade students are reading below grade level. Although this number has decreased from 68% in September 2012, we recognize this as a major concern and as a focus for our work from this point forward.

### **Instructional strategies/activities**

#### Activity #1

- A) Differentiated small group instruction: In order to encompass the needs of our Students with Disabilities (SWDs) we will continue with an early morning start which will allow for small group instruction that is differentiated to meet the needs of these students. Academic Intervention Services are provided throughout the school day in the area of ELA and Mathematics. Teachers are integrating technology: SMARTboards, the i-Pad, Smartpen, laptops, etc. in their daily lessons to meet the learning modalities of the students in their classrooms.
- B) Responsible Staff Members: All special education teachers, general education teachers with special education students in their classrooms, AIS teachers, special education service providers, paraprofessionals, Principal, Assistant Principals, Instructional Coach and the Data Specialist.
- C) Steps Taken to Include Teachers in Decision Making: Teachers meet with the Data Specialist along with administration and Instructional Coach to create small groups based on current data analysis. The Data Specialist will continue to provide support in analyzing data from formative and summative assessments and disseminate this data to assist the teachers in creating small groups and providing the Universal Design for Learning (UDL) supports for each of the students within these groups.
- D) Implementation Timeline: September 2012 to June 2013

#### Activity #2

- A) Focused Inquiry Work: Inquiry teams are engaging in professional development and action research focusing on using the informational Interactive Read Aloud as a springboard to explore text complexity across the school year to lift the level of comprehension through student conversations in all content areas. The Inquiry Study groups will focus on looking at the work of our students with disabilities to improve their learning by including UDL supports during the Interactive Read Aloud in all subject areas.
- B) Responsible Staff Members: Principal, Assistant Principals, Instructional Coach, all teachers, Speech Teachers
- C) Steps Taken to Include Teachers in Decision Making: Facilitators were chosen on each grade to continually meet with the Instructional Cabinet and lead the year's Inquiry work. Each grade meets weekly to select texts, develop text dependent questions, analyze student work and make instructional decisions for next steps.
- D) Implementation Timeline: September 2012 to June 2013

#### Activity #3

- A) Professional Development: Administration is utilizing Charlotte Danielson's Framework to engage teachers in professional self-assessment and strengthened practice in the areas of planning for our special education students utilizing UDL strategies. We continue to fully align our ELA units of study with the Common Core Standards, allowing for multiple entry points for our students with disabilities. Teachers are participating in on-going staff development both inside and outside of the school building provided by Columbia University Teacher's College Reading and Writing Project to ensure that we are preparing our students with disabilities for the challenge of the tasks of the Common Core Standards. The Instructional Coach is providing on-going

professional development in curriculum mapping with Atlas Rubicon and delivering the unit of study to meet the needs of all of our students.

- B) Responsible Staff Members: Principal, Assistant Principals, Instructional Coach, all special education teachers, all classroom teachers of students with disabilities, Teacher's College Staff Developers
- C) Steps Taken to Include Teachers in Decision Making: Teachers created professional goals identifying areas in which they would like to improve. Individualized Professional Development is provided based on their identified needs as well as the needs identified by administration during formal and informal evaluations. Instructional Coach meets with teachers to plan next steps to improve delivery of instruction.
- D) Implementation Timeline: September 2012 to June 2013

**Strategies to increase parental involvement**

In the fall, parents received documentation which detailed their child's current reading level as well as outlined levels for various benchmarks throughout the school year. Our report cards for all grade K-8 students identify reading levels at each of the four marking periods. Opportunities will be provided to parents to assist in reading and understanding accountability systems such as the Annual School Report Card, Progress Report, and the Learning Environment Survey Report. Assistance will be offered in helping parents understand standards and assessments. The Parent Coordinator and Family Worker will organize trips, such as Barnes & Noble, to heighten literacy awareness. The Parent Coordinator will be available to assist parents in viewing the progress of their children through the ARIS portal and/or Engrade. The parent coordinator works with teachers to conduct family literacy nights in which students and their families engage in interactive read alouds. Families attending these events receive numerous books to take home and enjoy with their children.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

Fiscal and human resources will be coordinated using Title 1 and Tax Levy monies to fund the strategies/activities mentioned above in the following capacity: Assistant Principals (Title 1/Tax Levy), Parent Coordinator (Tax Levy-Parent Coordinator & Tax Levy Fair Student Funding) Instructional Coach (Contract for Excellence) IEP teacher (Tax Levy IEP Teacher), and SETSS teacher (Tax Levy).

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

By June 2013, there will be a 5% increase in the number of fourth and fifth grade students, exclusive of Students with Disabilities and English Language Learners, achieving a Proficiency Level of 3 or 4 as measured by the NYS ELA exam.

#### **Comprehensive needs assessment**

Based on the results of the 2012 ELA NYS State examination, 46%, (50/120) fourth and fifth graders achieved a Proficiency Level of 2. According to the most recent data from the NYC DOE Progress Report for 2011-2012, we received an A (38.6/ 60) in Student Progress measuring the improvement our students made on the state tests between 2011 and 2012; however, we received a C (11.4/25) in Student Performance with not enough of our students reaching or exceeding proficiency (Level 3 and 4). Our most recent TCRWP data indicates that 55% of our fourth graders and 45% of our fifth graders are currently performing below standard. These two grades were selected as a focus area because they encompass the greatest number of general education students within our school that are performing below standard.

#### **Instructional strategies/activities**

##### Activity #1

- A) Professional Development: Beginning September 2012, in collaboration with Teacher's College Staff Developers and the Instructional Coach, teachers will participate in professional development opportunities focused on creating curriculum maps that are aligned to the NYS Common Core Standards. Teachers will receive ongoing professional development on the 2012-2013 Citywide Instructional Shifts, text complexity, close reading and higher order text dependent questions. Administration is utilizing Charlotte Danielson's Framework to engage teachers in professional self-assessment and strengthened practice in the areas of planning and preparation, classroom environment, instruction, and professional responsibilities.
- B) Responsible Staff Members: All classroom teachers in grades 3-8, Principal, Assistant Principals, Instructional Coach, Teacher's College Staff Developers
- C) Steps Taken to Include Teachers in Decision Making: Grade conferences, common planning, and individual teacher meetings with key personnel (administration, instructional coach, staff developers) will be used to monitor the effectiveness of each teacher's individualized professional development plan.
- D) Implementation Timeline: September 2012 to June 2013

##### Activity #2

- A) Questioning and Discussion Techniques emphasizing the NYS Common Core Standards: All teachers will be raising the level of rigor and engagement in the classrooms by focusing on the quality of higher order questioning, establishing structures for discussion techniques and engaging all students in whole class, small group and partner discussions. All grades are utilizing student friendly rubrics to promote student thinking and interaction. Students are learning to self-asses their progress and create goals based upon a reflection of their understanding.
- B) Responsible Staff Members: All classroom teachers grades Pre K-8, AIS teachers, SETSS teacher, IEP teacher, Principal, Assistant Principals, Instructional Coach, Teacher's College Staff Developers
- C) Steps Taken to Include Teachers in Decision Making: Grade conferences, common planning, and individual teacher meetings with key personnel (administration, instructional coach, staff developers) will be used to collaborate with all teachers on teacher effectiveness in Charlotte Danielson's identified domains.
- D) Implementation Timeline: September 2012- June 2013

##### Activity #3

- A) Focused Inquiry Work: Inquiry teams are engaging in professional development and action research focusing on using the informational interactive read aloud as a springboard to explore text complexity across the school year to lift the level of comprehension through student conversations in all content

areas. The Inquiry Study groups will focus on looking at the work of all of our students to improve their learning by including UDL supports during the Interactive Read Aloud in all subject areas.

- B) Responsible Staff Members: Principal, Assistant Principals, Instructional Coach, all teachers, Speech Teachers
- C) Steps Taken to Include Teachers in Decision Making: Facilitators were chosen on each grade to continually meet with the Instructional Cabinet and lead the year's Inquiry Work. Each grade meets weekly to select texts, develop text dependent questions, analyze student work and make instructional decisions for next steps.
  
- D) Implementation Timeline: September 2012 to June 2013

**Strategies to increase parental involvement**

In the Fall parents received documentation which detailed their child's current reading level as well as outlined levels for various benchmarks throughout the school year. Our report cards for all grade K-8 students identify reading levels at each of the four marking periods. Assistance will be offered in helping parents understand standards and assessments. The Parent Coordinator and Family Worker will organize trips, such as Barnes & Noble and multiple New York City Museums to heighten literacy awareness. The Parent Coordinator will be available to assist parents in viewing the progress of their children through the ARIS portal and/or Engrade.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
  
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy    Title I   \_\_\_\_\_ Title IIA    Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Fiscal and human resources will be coordinated using Tax Levy, Title 1 and Title III monies to fund the strategies/activities mentioned above in the following capacity: Assistant Principals ( Title 1/Tax Levy) Instructional Coach (Contract for Excellence) IEP teacher (Tax Levy IEP Teacher), SETSS teacher (Tax Levy), Per session after school activities (Tile III), Achieve 3000 (Title III).

### **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) key personnel 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**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><b><u>Soar to Success:</u></b> A reading program for grades 3-8 that provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies</p> <p><b><u>Great Leaps:</u></b> A 1:1 reading program for students in K-8 that promotes fluency in letter sound and word recognition</p> <p><b><u>Wilson Reading System:</u></b> A K-5 research based multi-sensory reading program that provides systematic and explicit instruction in the areas of phonemic awareness, phonics, word and syllable study, vocabulary, sight words and fluency</p> <p><b><u>Reading Recovery:</u></b> A first grade 1:1 reading and word study program using leveled books to teach comprehension, decoding and spelling strategies</p> <p><b><u>Fundations:</u></b> A multi-sensory, systematic and explicit K-3 phonics/ spelling program based on the Wilson Reading System</p> <p><b><u>Leap Track Assessment and Instruction System:</u></b> A K-5 technology based reading skills program that uses formative assessment and differentiated, individualized instruction.</p> <p><b><u>Early Success:</u></b> A reading program for grades 1 and 2 that provides systematic, scaffolded instruction that supports phonemic awareness, phonics, reading fluency and decoding strategies.</p>	<p><b><u>Soar to Success:</u></b> Small Group</p> <p><b><u>Great Leaps:</u></b> One-to-One</p> <p><b><u>Wilson Reading System:</u></b> Small Group</p> <p><b><u>Reading Recovery:</u></b> One-to-One</p> <p><b><u>Fundations:</u></b> Small Group</p> <p><b><u>Leap Track Assessment and Instruction System:</u></b> Individual</p> <p><b><u>Early Success:</u></b> Small Group</p>	<p><b><u>Soar to Success:</u></b> During the school day.</p> <p><b><u>Great Leaps:</u></b> During the school day and during extended day.</p> <p><b><u>Wilson Reading System:</u></b> During the school day and during extended day.</p> <p><b><u>Reading Recovery:</u></b> During the school day.</p> <p><b><u>Fundations:</u></b> During the school day and during extended day.</p> <p><b><u>Leap Track Assessment and Instruction System:</u></b> Extended Day</p> <p><b><u>Early Success:</u></b> During the school day.</p>

Mathematics	<p><b>Math AIS:</b> small group instruction based on student needs to improve mathematics skills with an emphasis on strategies.</p> <p><b>Extended Day:</b> small group instruction based on student needs to improve ELA and Math skills.</p>	<p><b>Math AIS:</b> Small Group</p> <p><b>Extended Day:</b> Small Group</p>	<p><b>Math AIS:</b> During the school day.</p> <p><b>Extended Day:</b> Before school</p>
Science	<p><b>Extended Day AIS:</b> classes for Middle School students</p> <p><b>Science AIS:</b> Small group instruction for students in grade 7 &amp; 8.</p> <p><b>Writing Intervention:</b> Small group targeted intervention in the content areas.</p>	<p><b>Extended Day:</b> Small Group</p> <p><b>Science AIS:</b> Small Group</p> <p><b>Writing Intervention:</b> Small Group</p>	<p><b>Extended Day:</b> Before school</p> <p><b>Science AIS:</b> Before School</p> <p><b>Writing Intervention:</b> Before School</p>
Social Studies	<p><b>Extended Day AIS:</b> classes for Middle School students</p> <p><b>Social Studies AIS:</b> Small group instruction for students in grade 7 &amp; 8.</p> <p><b>Writing Intervention:</b> Small group targeted intervention in the content areas.</p>	<p><b>Extended Day:</b> Small Group</p> <p><b>Social AIS:</b> Small Group</p> <p><b>Writing Intervention:</b> Small Group</p>	<p><b>Extended Day:</b> Before school</p> <p><b>Social AIS:</b> Before School</p> <p><b>Writing Intervention:</b> Before School</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><b>Extended Day AIS:</b> classes for Middle School students</p> <p><b>Social Studies AIS:</b> Small group instruction for students in grade 7 &amp; 8.</p> <p><b>Writing Intervention:</b> Small group targeted intervention in the content areas.</p>	<p><b>Extended Day:</b> Small Group</p> <p><b>Social AIS:</b> Small Group</p> <p><b>Writing Intervention:</b> Small Group</p>	<p><b>Extended Day:</b> Before school</p> <p><b>Social AIS:</b> Before School</p> <p><b>Writing Intervention:</b> Before School</p>

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

## PS/IS 192's SCHOOL PARENT/GUARDIAN COMPACT

It is our belief that student performance will improve as a result of our cooperative efforts to support this compact. This is a three way partnership with a specific goal in mind. It is imperative that each person assume his or her responsibility in an effort to succeed.

### SCHOOLS RESPONSIBILITIES:

- ❖ To convene an annual meeting of Title I parents/guardians to inform them of the program and of the expectation that it will involve them.
- ❖ To offer a number of meetings on different interesting and informative topics at various times and work with parents/guardians to eliminate barriers to their attendance.
- ❖ To provide effective Parent/ Guardian/ school communications.
- ❖ To provide varied opportunities for parents to participate in their child's classroom activities.
- ❖ To assure parents that they can participate in developmental literacy and math workshops.
- ❖ To provide parents/ guardians with timely information in their native language on programs and workshops offered.
- ❖ To ensure parents can access ARIS and resolve any issues they may encounter within ARIS.
- ❖ To help parents with Middle, High, and gifted and talented applications
- ❖ To help parents navigate the Special Education System.
- ❖ To make sure that parents get information on upcoming events through School Messenger.

### PARENT/ GUARDIAN RESPONSIBILITIES:

- ❖ Provide a quiet place to do homework.
- ❖ Set aside a specific time to do homework.
- ❖ Provide a study area that is well-lit and equipped with pens, pencils, paper, etc.
- ❖ Look over homework assignments to check for understanding.
- ❖ Check the planner for notes from the teacher and check for assignments and projects.
- ❖ Sign and return all papers that require a parent/guardian signature.
- ❖ Encourage positive attitudes toward school.
- ❖ Read to your child and encourage daily reading.
- ❖ Require regular school attendance with uniform.
- ❖ Attend Parent-Teacher Conferences.
- ❖ Inquire about your child's progress.
- ❖ Take an active role in school functions-PTA meetings, Family Fun Nights, Parent workshops, etc.
- ❖ Make sure your child comes in on time and be here on time to pick him or her up.
- ❖ To become involved in developing and implementing the School Parent/ Guardian Involvement Policy.
- ❖ To ask for information on what kind of assistance is available to help become more efficient in assisting out children educationally.
- ❖ To monitor our children's attendance at school.
- ❖ To share in the responsibility in improving our children's achievement in school.

### STUDENT RESPONSIBILITIES:

- ❖ Ask the teacher any questions about the homework to make sure you understand.
- ❖ Take home materials and information needed to complete the assignment.
- ❖ Complete homework in a thorough, legible and timely manner.
- ❖ Copy homework in the planner.
- ❖ Tell parents that the teacher sent a note home in the planner.
- ❖ Return homework on time and signed.
- ❖ Comply with school rules.
- ❖ Attend school regularly wearing your school uniform.
- ❖ Be respectful of others.
- ❖ Respect the personal rights and property of others.

### TEACHER RESPONSIBILITIES:

- ❖ Provide quality teaching and leadership.
- ❖ Respect cultural, racial and ethnic differences of your students.
- ❖ Assign homework using grade-level time limits.
- ❖ Give positive, corrective feedback.
- ❖ Recognize that students are accountable for every assignment.
- ❖ Check that homework has been completed and signed.

- ❖ Hold at least two Teacher-Parent Conferences annually.
- ❖ Alert parents/ guardians to children performing poorly and give advice on how to help.

Parent Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>C. Groll-Clst. 4, N. Opramalla</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>192</b>
School Name <b>The Magnet Sch. for Math &amp; Sci. Inquiry</b>			

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

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

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

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

Number of certified ESL teachers	<b>5</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>595</b>	Total Number of ELLs	<b>193</b>	ELLs as share of total student population (%)	<b>32.44%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<b>K</b> <input checked="" type="checkbox"/> <b>1</b> <input checked="" type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/> <b>4</b> <input checked="" type="checkbox"/> <b>5</b> <input checked="" type="checkbox"/> <b>6</b> <input checked="" type="checkbox"/> <b>7</b> <input checked="" type="checkbox"/> <b>8</b> <input checked="" type="checkbox"/> <b>9</b> <input type="checkbox"/> <b>10</b> <input type="checkbox"/> <b>11</b> <input type="checkbox"/> <b>12</b> <input type="checkbox"/>
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% →</small>														<b>0</b>

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

**B. ELL Years of Service and Programs**

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	133		20	50		23	10		8	193
<b>Total</b>	<b>133</b>	<b>0</b>	<b>20</b>	<b>50</b>	<b>0</b>	<b>23</b>	<b>10</b>	<b>0</b>	<b>8</b>	<b>193</b>

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

**C. Home Language Breakdown and ELL Programs**

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>TOTAL</b>	<b>0</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	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: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	Hispanic/Latino: _____
	Other: _____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	18	10	13	11	9	10	6	7					98
Chinese				1	1		4	1						7

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian	4	6	2	1	1	1	4		3					22
Bengali	1	1		1	1	1	2	1	1					9
Urdu		2	1	3	3	1	1		1					12
Arabic			1			2	2	2	1					8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1				1	1	1					4
Albanian														0
Other	4	2	3	6	3	3	5	5	2					33
<b>TOTAL</b>	<b>23</b>	<b>29</b>	<b>18</b>	<b>25</b>	<b>20</b>	<b>17</b>	<b>29</b>	<b>16</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>193</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

5c. We currently have 50 ELLs who have received four to six years of ESL services; 23 of these students are also identified as having special needs. The ESL staff works collaboratively with the classroom and content area teachers to differentiate instruction. This allows us to evaluate the students' strengths and weaknesses and plan our lessons accordingly. As part of teacher best practices, we strive to ensure that all instruction is data driven based on formal and informal assessments.

After analyzing the NYSESLAT and ELA scores from spring 2011 we found that most students struggle primarily with reading and writing, and to some extent listening comprehension. Therefore, we will emphasize helping them understand procedures and written directions, story elements and key vocabulary, collecting and interpreting data from unfamiliar texts, making inferences, making predictions, asking questions, using schema, evaluating information, ideas and opinions in texts, determining meaning of unfamiliar words through context clues, identifying information that is implied rather than stated, and using specific evidence from stories to describe characters, actions, and sequence.

In math, we observed that some ELLs still need support in the following areas: estimating numbers, adding and subtracting three digit numbers, multiplication facts, geometry, adding and subtracting fractions, reading and interpreting graphs, making change using money, problem solving, and analyzing patterns. In order to help the ELLs be on standard in these areas, the ESL teacher will incorporate math literature, manipulatives, vocabulary, math games, and flash cards into the lesson. Word problems also prove to be more difficult for ELLs, especially newcomers, because they require a greater understanding of literacy and inferring, mathematical verbal nuances.

## A. Programming and Scheduling Information

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

5d. Currently, we have 10 long term ELLs (more than 6 years of ESL services), 8 of which are special education students (see below for specific interventions related to special education). The ESL teachers enhance their instruction with small group attention, guided reading, repetition, and graphic organizers. Most students in this category struggle primarily with reading and writing, therefore we focus instruction on learning through authentic literature contexts.

Additionally, all long term ELLs are mandated for the 37 ½ minutes of extended time during our school day. During this time the classroom teachers and ESL teachers support these students through small group instruction. In the spring, we plan to offer a NYSESLAT prep after school program to help students reach proficiency in English

6. We currently have 51 students with special needs; this makes up 26% of our overall ELL population. These students receive intensive interventions, assessments, and monitoring for results during small group literacy instruction. Due to the fact that most of our special education students have not met the performance standards in reading or writing, we will continue assist these students in these modalities. The AIS teachers will use the Soar to Success Reading Program which provides systematic, scaffolded instruction that uses reciprocal teaching and graphic organizers to develop comprehension strategies. These teachers push-in and collaborate with classroom teachers to meet the needs of long term ELLs. The IEP teacher uses a variety of programs to meet the needs of ELL-SWDs. They use the SONDAY Program for grades K-3, which is a multisensory reading, writing, and spelling program using explicit systemic instruction. Soar to Success is a reading program for grades 3-8 that scaffolds instruction using reciprocal teaching and graphic organizers to develop comprehension strategies. Foundations Phonics Program is a K-3 multisensory, systemic, and explicit phonics/spelling program based on the Wilson reading system. Wilson Reading Program is a K-5 researched based multisensory reading program that develops phonemic awareness, phonics, word and syllable understanding, vocabulary, sight words, and fluency. Other staff members supporting these students use Great Leaps Reading and Math Program which provides one on one instruction for grades K-8 focusing on fluency in letter, sound and word recognition and math facts. The Special Education Teacher Support Service (SETSS) also works with our ELL-SWDs through small group instruction. Our reading recovery teacher provides one on one intensive support to students in grade 1 who need assistance in comprehension, decoding, and spelling strategies. Teachers are constantly engaged in examining student work to better design and implement instruction that supports college and career readiness.

The ESL teacher will assist them with strategies for pre-writing, drafting, revising, editing, and publishing. This allows students to focus on one task at a time and receive feedback from conferences and peers. We found that our special needs students need additional assistance with the following strategies: organizing, paragraphing, sentence variety, order of ideas, spelling, grammar, and punctuation. During the reading workshop, we will form guided reading groups and focus on key vocabulary and reading comprehension. We utilize books from the leveled library, English Explorers content area texts, Empire State English Language Arts resources, Readers Theater texts, and Vocabulary Links by Continental Press resources. In order to help these students approach standards in math, we will use manipulatives, math literature, games, Brain Pop videos using the Smartboard, and flash cards. At all times, we strive to ensure that the materials with which students interact are grade level appropriate. This requires meaningful differentiation in order to maintain the rigor level of academic content.

7. At P.S./I.S. 192 we always strive to incorporate ELL-SWDs are incorporated within mainstream classes and instruction, providing them with a learning environment that is least restrictive. Teachers thoughtfully consider the creation and modification of students' IEPs in order to provide them with the services they need. Some of our ELL-SWDs are placed in Integrated Co-Teaching (ICT) classes while others are in 12:1 classrooms, both with teachers with Special Education licenses. Curriculum and instruction are aligned with the Common Core State Standards and state wide instructional expectations.

In order to maintain a learning environment that is less restrictive for SWDs in 12:1 classrooms, all ESL teachers utilize the push-in model of instruction at P.S./I.S. 192. This allows us to collaborate with their content area teachers, reinforce language and vocabulary development, and preserve students' social comfortability among their peers. ELL-SWDs in ICT classes are at times pulled out for ESL instruction, learning with a small group of peers that constitutes a mix of GE students and SWDs. This allows for social interaction and academic collaboration and growth among all students.

### 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	n/a	Music and Movement	English only
Social Studies:	English only	Career Readiness	English only
Math:	English only		
Science:	English only		
Art	English only		
Music	English only		
Phys. Edu.	English only		
Engineering in the 21 <sup>st</sup> Cent.	English only		

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

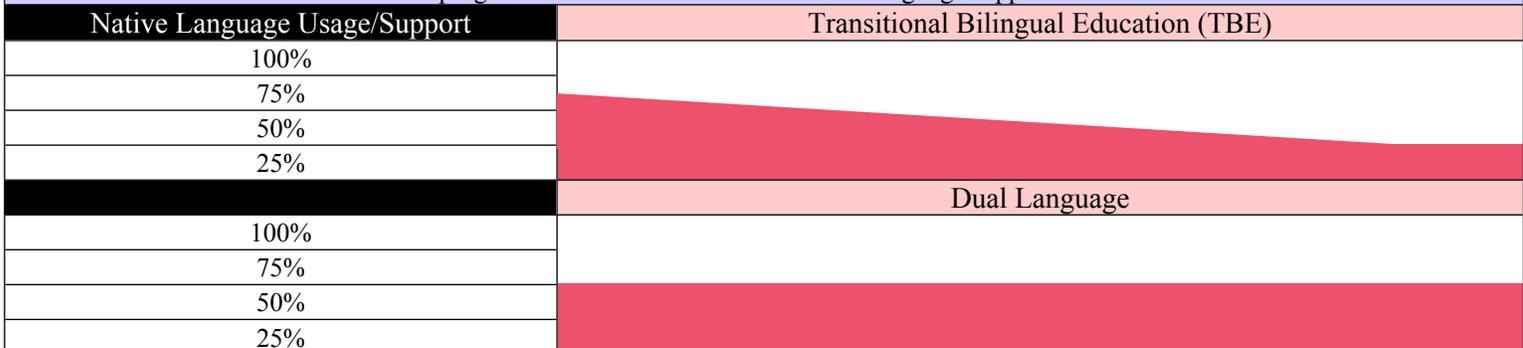
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

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

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

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

### Strategies

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

Specifically for Science intervention, the science teachers collaborate with ESL teachers to create special graphic organizers to scaffold instruction in a way that is relevant for our ELLs, particularly newcomers. They provide explicit vocabulary instruction that provides visual supports. They also acquired and utilize content texts that are appropriate to our students language levels (English Explorers Sets by

Benchmark Education Company). Certain assignments and assessments are modified in such a way that ELLs can access the content and perform in a meaningful and comprehensible way.

Specifically for Social Studies intervention, teachers incorporate ESL strategies into instruction to make content more accessible to ELLs. Some strategies include activating prior knowledge and not assuming that students already have a historical/cultural point of references for certain topics due to their diverse backgrounds. Therefore, teachers need to fill in these gaps before moving on to new content. Teachers can also encourage students to make connections between what they are learning and their own knowledge of history by highlighting universal themes and experiences. Due to the often technical structure of social studies texts (cause and effect, compare and contrast), teachers also need to either provide additional explanations for what students read and/or provide books that present content in a way that is appropriate to students' language levels. Additional strategies include: checks for understanding, identifying new and relevant vocabulary (concrete and abstract), using visual aids whenever possible, and presenting and interacting with information through small group activities.

9. When ELLs reach proficiency, they exit the ESL program. At this point, the reading teacher, the math specialist, and other AIS personnel offer support services as a follow-up to ensure continued academic success. Former ELLs continue to receive testing modifications for two additional years on statewide exams. We also continue to offer these students the opportunity to attend the ESL after school programs.

10. This year we plan to incorporate the use of Imagine Learning during our after school programs, a technology based language acquisition program, specifically focusing on our Beginner ESL students. We also will look into purchasing RIGOR, a reading intervention program, for our upper grade long term ELLs. These resources integrate content area topics into literacy development. Achieve 3000 is another program we are considering to boost literacy development with our Intermediate and Advanced ELLs.

11. We do not intend to discontinue any programs or services this year. Due to the budget constraints though, at the present time we may not have the funds to continue Imagine Learning programming during the school day.

12. ELLs are integrated into all levels of the curriculum here at P.S./I.S.192. For literacy, we follow Teachers College units of study in the reading and writing workshops. We use Everyday Mathematics in grades (K-5), and Impact Math in grades (6-8). Students receive science and social studies instruction across the grades. We offer programs in art, music, music and movement, physical education, drama, and technology in the classroom for all students. Many extracurricular activities are made available to all students, such as ballroom dancing, CHAMPS character and sports program, football, technology, recycling initiatives. Test prep programs are also offered to our ELLs as an after school program for all major state exams, including the NYSESLAT exam.

13. Materials used for our ELL population include:

- Leveled and thematic classroom libraries including big books
- Bilingual libraries in the ESL classroom
- Developmental Learning Materials (DLM) for language acquisition
- English and Bilingual dictionaries
- Leapfrog Quantum pad - a multi-sensory program for language development , providing strategies to help students build vocabulary
- Rigby's "On Our Way to English" – ESL language, literacy, and content curriculum set for grades K-5
- "Into English" for grades K-2
- "Avenues" – for newcomers in an after-school program
- "NYSESLAT and Beyond" by Attanasio and Associates – focusing on the four modalities to assist in test preparation for grades K-8
- "Jazz Chants: Fairy Tales" - for grades 3-6
- "Poetry Power" for ESL for grades K-3
- Readers Theatre for fluency and comprehension used across the grades
- Imagine Learning – technology based language acquisition program for grades K-8

14. At this time, we do not have any bilingual or dual language classes in the building. However, students who are literate in their L1 are encouraged to respond in their native language until they acquire sufficient written English language skills. Since literacy skills in L1 facilitate the development of L2 literacy, we encourage our classroom teachers to allow the use of L1 in all necessary and appropriate contexts, for example referring to common cognates. When possible, newcomers are paired with students who speak their native language and have a command of English. Additionally, we have bilingual picture dictionaries/books of the languages spoken in our school

available in various languages located in the ESL classrooms. Classroom teachers have free access to utilize these resources for their ELL population. Classroom teachers with multilingual knowledge are encouraged to refer to other languages when students need additional direction.

We encourage our teachers and students in the upper grades to use translation websites in order to further their comprehension and participation of ELLs in the classroom. Here is a list of some commonly viewed websites that can be used to incorporate the native language into the classroom, provide translation documents for home-school correspondence, and assist newcomers who are literate in L1 with class work and homework assignments.

#### Translation Support Websites

1. <http://www.freetranslation.com/>
2. <http://www.foreignword.com/>
3. <http://www.babelfish.altavista.com/>
4. [http://www.google.com/language\\_tools](http://www.google.com/language_tools)
5. <http://www.wordreference.com>

15. Classrooms have extensive libraries that are leveled for appropriate and appealing book choices for our ELLs across the grades. Additionally, newcomers who are still limited in their ability to read in English have access to books in other classrooms that are more appropriate according to their reading level. ESL classrooms also have leveled libraries provided by Rigby – On Our Way to English. The ESL teachers work within specific, continuous grade bands so as to improve their ability to collaborate with classroom teachers and better serve ESL students.

16. Prior to the start of school during the last week of August, the Parent Coordinator will send out postcards (with appropriate translations) to parents of all students planning to enroll (specifically, parents of the previous year's Pre-K students) to come in the first two days of school and fill out the Home Language Survey. After reviewing the HLS and testing potential ELLs within the first ten days of school, parents of potential ELLs while receive an orientation about their choice for language programs available in New York City. Interpreters will be available.

17. P.S./I.S. 192 became a K-8 school as of 2008 so we now offer Spanish as a foreign language to grades 7 and 8. ELLs have equal access to this language learning opportunity.

### C. Schools with Dual Language Programs

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

n/a

## D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

4. Because many of our parents are not fluent in English, many workshops and events are held that help parents develop their English proficiency. English language classes for adults are offered every Tuesday. The sessions are broken into two groups based on ability levels. Additionally, parents are provided with tools and strategies to support and challenge their children even when/if they do not speak

the same language as the course work. Please refer to the list of other opportunities available to parents of ELLs listed in question 1 of this section.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	13	3	4	4	5	11	2	3					59
Intermediate(I)	0	10	9	9	2	7	6	9	5					57
Advanced (A)	8	5	6	11	14	5	13	5	8					75
Total	22	28	18	24	20	17	30	16	16	0	0	0	0	191

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	4		8		5		0		17
4	1		6	2	2		0		11
5	4	1	11	6	1		0		23
6	5	1	3		4	2	0	1	16
7	2	3	5		2	2	0		14
8	6	1	16	1	5		1		30
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		7		3			1	13
8	6		10	1	7	1			25
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

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

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

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

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

NYSESLAT SCORES - MOVEMENT from 2010 to 2011

Current Grade	Testing Band of 2010-2011	Positive Growth	Same Level	Regression	Explanation*
2	K-1	74%	26%	0%	Significant positive movement from 2010 to 2011.
3	2-4	24% 62%	14%	0%	Some regression likely due to students moving up a testing band.
4	2-4	55% 45%	0%	0%	Significant no. of stu. either moved up or stayed the same level.
5	2-4	29% 71%	0%	0%	Most students stayed on the same level.
6	5-6	48% 48%	4%	4%	Most students either stayed the same level or moved up.
7	5-6	33% 60%	13%	13%	Most students stayed on the same level.
8	7-8	27% 53%	20%	20%	Some regression likely due to students moving up a testing band.
Average		41% 52%	7%	7%	Most students either stay on the same level or move up.

\* Across the board we noticed that in most cases SWDs either stayed on the same language level or regressed.

On the LAB-R from Fall 2011, which pertains to our Kindergarteners and other newcomers, about one third of students are advanced and the other two thirds score in the Beginner/Intermediate range. Most of the Beginner students consist of very recently arrived immigrants where as the Advanced students are native born, but speak and understand a language other than English in the home, as indicated on their Home Language Survey. Please see the chart below for specific LAB-R data.

LAB-R LEVELS		
Grade	Beg./Int.	Adv.
K	15	8
1	-	-
2	2	1
3	1	-
4	1	-
5	2	-
6	2	1
7	-	-
8	-	1
TOTAL	23	11

3. After analyzing the NYSESLAT scores from spring 2011 we observed that most of students in the lower grades (1-4) scored at the proficient level in the listening and speaking modalities. While many of the upper grade students (5-8) scored advanced in Listening/Speaking. Part of this is due to a significant number of newcomers in the upper grades. In general, the listening section seems to be more challenging than the speaking section for the upper grades. Across the board, many of students still struggle with the reading and writing modalities, remaining as Intermediate or Advanced ELLs. With this data in mind, our focus will be on reading and writing for all grade levels and listening comprehension for the upper grades.

Patterns across the NYSESLAT modalities reveal that necessary instructional strategies for grades 1-3 should include the following: Quantum Pad Learning System (multisensory reading program for ELLs), reading aloud, big books, group work, word study, partner reading, graphic organizers, shared writing, TPR, instruction through the language experience approach. ESL staff member Alison Duff works with students in grades K-1 while Leslie Vilatorro works with students in grades 2-4.

In grades 4-8, our focus will be on the rigorous Common Core Standands including academic content, vocabulary, comprehension, and writing strategies. Literacy instruction is aligned with their ELA genre based reading and writing units provided by Columbia Teacher's College. ESL teachers include supports such as graphic organizers and shared writing, and assist with the writing process (pre-writing, organizing, editing, revising, and publishing). ESL Coordinator Hannah Rosenrauch works with students in grades 5-6 and Brooke Mackin works with students in grades 7-8. Antela Muja is an F-status ESL teacher who works with students in upper elementary and middle school.

Across all grades, ESL teachers will strive align instruction with the Common Core State Standards. In order to maintain grade level rigor, we will differentiate instruction according to our students language abilities.

4a. After analyzing the data from the ELA exam we found that most of our ELLs are below standard or exhibit basic proficiency (Level 1 and 2). When ESL teachers push into the classroom during the reading and writing workshop as well as when students are pulled out for ESL, the focus will be on helping these students master the ELA standards. We will emphasize helping them understand procedures and

written directions, story elements and key vocabulary, collecting and interpreting data from unfamiliar texts, making inferences, making predictions, asking questions, using schema, evaluating information, ideas and opinions in texts, determining meaning of unfamiliar words through context clues, identifying information that is implied rather than stated, and using specific evidence from stories to describe characters, actions, and sequence.

After reviewing the NYS Math scores, we found that many of our ELLs exhibit basic proficiency (Level 2). In grade six, a more than average number of students met proficiency standards (Level 3). We observed that some ELLs still need support in the following areas: estimating numbers, adding and subtracting three digit numbers, multiplication facts, geometry, adding and subtracting fractions, reading and interpreting graphs, making change using money, problem solving, and analyzing patterns. In order to help the ELLs be on standard in these areas, the ESL teacher will incorporate math literature, manipulatives, vocabulary, math games, and flash cards into the lesson. Word problems also prove to be more difficult for ELLs, especially newcomers, because they require a greater understanding of literacy and inferring, mathematical verbal nuances. Therefore, we will work with students to decode word problems and identify important information with an emphasis on vocabulary.

The data from the 2011 Fourth Grade Science Exam shows that about half of our ELLs are in Level 2, while the other half are primarily scoring in the Level 3 and 4 range. However, only a very small number of students (13) took the test, so it is difficult to draw many meaningful conclusions about this data. Because most students are on a Level 2, ESL teachers and content area teachers need to make the content more accessible for ELLs by using ESL methodology and providing additional vocabulary support. Scores are not available for review for the 8th grade students because they proceeded to high school.

In addition, we have found that students who take content area tests in their L1 or with oral translation continue to score on average at a Level 2 (Basic Proficiency). This could be due to the fact that there is still a language disconnect between their L1 and L2, especially considering that all instruction received is in English, but the test is in their L1.

4b. We administer the ELL Periodic Assessment twice a year. The School Leadership team reviews the assessment data and considers how the results should influence instruction and programs. Results of assessments are discussed with classroom teachers during grade conferences to identify areas of need for their students. Teachers use the results to drive instruction. ESL teachers collaborate with classroom teachers for optimal academic growth according to the Common Core State Standards. From these results we can identify which students have the great potential of moving up levels of language proficiency and we challenge students accordingly. We also identify which students consistently show minimal improvement and consider innovative ways to motivate and challenge them.

4c. According to the Fall 2011 ELL Periodic Assessment, we noticed that students show considerable struggles with listening comprehension based on dictated stories. Therefore, we will increase the amount of comprehension activities based on read alouds. Continued support is still required for reading and writing. Because the Periodic Assessment does not include an essay prompt, we will analyze students classwork and the Spring 2011 NYSESLAT writing score to evaluate their writing abilities and identify necessary needs and interventions.

5. n/a

6. We evaluate the success of our program both qualitatively and quantitatively. Qualitatively, we observe students informally and note their strengths and areas of growth, as well as how they interact with their peers. Many of our students are socially adjusted and show progress in their content area studies. Quantitatively, we analyze movement across language levels according to the NYSESLAT (beginner, intermediate, and advanced), noting how many students exit the program. We also analyze the results of the Fall and Spring Periodic Assessments, noting movement versus stagnancy. In addition to these English language assessments, we also look at their state ELA and Math results to evaluate how they also perform in the content areas. Additionally, we engage in inquiry work, focusing on the progress of our newcomers, and discuss students' progress on classroom assessments with classroom teachers. As part of our alignment process with the Common Core State Standards, all students, including ELLs, must complete one ELA and one Math task that displays the level of rigor present in the standards.

Over the past several years, between 10-15% of ELLs meet proficiency according to the NYSESLAT every year. Some students enter and exit the ESL program within 2-4 years, showing considerable progress and achievement. Often these students also have strong support at home for their academic and language pursuits. On the other hand, some students require the full amount of time that research shows people need to acquire a new language (up to seven years). As part of our personal evaluation, we need to continue to support these students who do not progress as rapidly.

## Additional Information

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

n/a

## Part VI: LAP Assurances

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

**School DBN:** 20K192

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

Spanish:

L. Villatoro

I. Morales

M. Ante

Z. Illerio

E. Valentine

D. Calabrese

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

Russian:  
S. Zapasner  
Y. Tkachenko

Polish:  
A. Orfin

Urdu:  
P. Mahmood  
P. Akter  
S. Ahmed

Bengali:  
S. Ahmed  
J. Islam

Chinese (Mandarin):  
T. Mak

Cantonese:  
P. Ip

Punjabi:  
N. Choudry

Albanian:  
E. Muja

Hebrew:  
H. Rosenrauch

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

interpreter.

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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: PS/IS 192	DBN: 20K192
Cluster Leader: Christopher Groll	Network Leader: Neal Opramalla
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 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: 90 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

During the 2012-2013 school year we plan to provide two afterschool programs: one program offered in the fall will be for students who arrived to the U.S. within the last two years and are still at the beginner and intermediate levels according to the NYSESLAT and scored a 1 on the Spring 2012 ELA Exam. The other program offered in the spring is for students nearing proficiency on the NYSESLAT. After school programs will be available for students in grades 1-8, for both students in general education classes and students with disabilities (SWDs).

The rationale for working with recently arrived beginner and intermediate students is to provide a strong foundation in English language acquisition so that they can begin to understand and access language for content and personal interactions. While we will continue to develop their Basic Interpersonal Communication Skills (BICS) we will introduce new vocabulary necessary for Cognitive Academic Language Proficiency (CALP). This is important because most students (those enrolled more than one year) are required to take the state ELA exam. Based on our NYSESLAT data from spring 2012 and the fall 2012 LAB-R, we hope to push these beginner students to move up language levels on the NYSESLAT in spring 2013.

The rationale for working with students nearing proficiency on the NYSESLAT (intermediate and advanced ELLs) is to push them to move up performance levels on both the NYSESLAT and ELA exam. Based on the NYSESLAT scores, a significant number of students have remained at the Advanced level. Additionally, most of these students received a 1 or 2 on their ELA exam. Therefore, we hope to push them to achieve at higher levels and exit the ESL program by receiving a proficient mark on the NYSESLAT. This will help them achieve in accordance with the rigorous expectations of the Common Core State Standards.

We plan to offer the first after school session for beginner/intermediate ELLs in the fall, tentatively starting November 19 and running until February 11 for a total of 20 hours. The afterschool program will be held on Mondays from 3:05-5:05. Three certified ESL teachers will lead the sessions, for grades 1, 2-4, and 6-8. All afterschool instruction will be provided in English.

We plan for the second afterschool session for intermediate and advanced ELLs to start approximately March 11 and run through May 8 for a total of 28 hours. The program will be held on Mondays and Wednesdays from 3:05-5:05. Three certified ESL teachers in collaboration with three content area teachers will provide instruction for the program. Together we will provide enhanced literacy instruction, simultaneously preparing them for the NYSESLAT and the ELA exams. The group will target students nearing proficiency on the NYSESLAT and those who scored 1's and 2's on the ELA Exam. The program will be offered to these students in the following grade bands: 1, 2-4, 5-6, 7-8.

### Part B: Direct Instruction Supplemental Program Information

We intend to renew licenses for our Imagine Learning program. Imagine Learning is a technology based language acquisition program that pre-assesses students' language abilities, provides educational activities specific to their needs, and evaluates growth and mastery. It automatically assesses performance and adapts instruction. This program is already installed on ESL laptops and throughout the building.

### Part C: Professional Development

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

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

Begin description here:

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

For the rest of the staff in the building, instructional concerns and questions regarding ELLs are addressed during our Teacher's College Staff Development days. On a nearly monthly basis, representatives from Teacher's College come to the school to provide support for reading and writing curriculum and assessment. We work with three different consultants that address ESL issues for the lower grades, upper elementary, and middle school. This professional development is provided at no additional cost to the Title III budget.

### 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

**Part D: Parental Engagement Activities**

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Studies have shows that students perform better academically when parents are involved in their child's education. As part of our continued parent involvement initiatives for parents of ELLs, ESL staff members plan to host several workshops throughout the year to help parents support higher achievement for their children. A survey will be distributed to parents of ELLs during November parent teacher conferences to determine in which areas they want further support. As of now, this is what we have planned, though it may be adjusted based on survey results and parents' needs. As described in the Language Allocation Policy (LAP), ESL staff will work together to offer the following workshops:

- Fall - Learning New Vocabulary through Literature
- Winter - Writing Based on Nonfiction Resources
- Spring - Preview for Summer Reading

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

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

**Part E: Budget**

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

Allocation Amount: \$22800

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</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$22800

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