



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JACOB H. SCHIFF/ PS 192

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M192

PRINCIPAL: SUSAN RIVERA **EMAIL:** SRIVERA32@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUÑEZ

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
Susan Rivera	*Principal	
Maria Gomez	*UFT Chapter Leader	
Mayra Rosado	*PA/PTA President	
Margarita Pitre	DC 37 Representative	
Evelyn Castillo	Member/Teacher	
Alba Linarez	Member/Teacher	
Lillian Morales	Member/Teacher	
Altagracia Cassadea	Member/Parent	
Yesenia Suazo	Member/Parent	
Carmela Torres	Member/Parent	
Mireya Diaz	Member/Parent	
Scarlet Fernandez	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

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

By June 2013, to develop and implement a variety of interesting activities and forums designed to foster close relationships with our students' families to exceed last year's activities.

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.

Although last year's attendance to parental events increased significantly from the previous year, we continue to seek increased parental involvement and connection with our parents. Since many of our students struggle in the area of literacy, it is a priority of ours to build a strong relationship with our parents to support them in helping their children academically.

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.
- **Parent coordinator will analyze the results of last year's learning environment survey in order to determine professional goals which will revolve around the area of increasing parental involvement and improving reciprocal communication between parents and school members. Parent coordinator will coordinate and conduct a series of workshops that are of interest to our parents.**
- **Incorporation of Columbia University Adult Learning Program to promote literacy skills among our community.**
- **Parent coordinator, parent association members and the principal will create a parent calendar incorporating a series of meetings and workshops to address the requests and needs of the parents as identified in survey analysis. We have expanded the number and variety of offerings of activities designed to attract parents into our school.**
- **The principal and assistant principals will facilitate a series of workshops for parents (Principal's Series) throughout the year to transmit information and explain to parents addressing:**
 - **NYC new accountability metrics for the progress reports (to include explanation of the latest school report card)**
 - **2011-2012 quality review rubric**

- **Common Core Standards**

- **Throughout the year, our teachers will conduct curriculum workshops to explain the grade level expectations of our new ELA and Math curriculum. These meetings will be well advertised and refreshments will be served. We will hold parent meetings at convenient times so that a maximum amount of parents are able to attend.**
- **The parent coordinator will maintain parents informed of school events and notices through the monthly school newsletter written for parents.**
- **We will disseminate parent information in various ways: through automated phone calls, parent coordinator phone calls, bulletin boards announcements, in-person notifications (when students are dropped off and picked up in the afternoon) and we will backpack reminders to parents as needed. Our parents will also have the opportunity to attend special workshops given by Network Plus. To increase parent participation and involvement, our teachers will provide ESL and fitness workshops on Saturdays.**
- **The Let's Move Program will incorporate nutrition lessons for the parents so they will have the knowledge necessary to work with their children at home on maintaining a healthy diet and physically active lifestyle which will in turn, improve their self-confidence, self-image, and focus on their studies.**

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.
 - **Host educational family events and activities during Parent-Teacher Conferences and throughout the school year;**
 - **Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) Committee and meetings**
 - **Encourage more parents to become trained school volunteers;**
 - **Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time**

Budget and resources alignment

- Indicate your school's Title I status: x 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.

 x Tax Levy x Title I _____ Title IIA x 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).

Achievement of this goal will be attained through the collaboration of the parent coordinator, teachers, principal and parent association involvement. Funds that will be used to support goal achievement include: Title III, Title I and TL funding.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, 100% of teachers in grades 3-5 will use end-of-unit assessments aligned to the common core standards in ELA to monitor attainment of priority grade level standards in reading and writing as specified in the CIE.

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.

Uniform grade level end-of-unit assessments provide the basis for a viable curriculum, simultaneously informing our instruction and planning, and monitoring and tracking student progress on grade level standards in reading and writing.

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.
- **Teachers, working in grade level teams, will modify and/or create uniform end of unit assessments incorporating questions to assess reading comprehension, thinking skills and content learned in class. The alignment of ELA unit assessments to common core standards will also include the incorporation of persuasive writing tasks that expect students to state their claims, use the text to justify their positions with evidence, and provide their own reasoning.**
- **In an effort to have an in-house method of monitoring progress and predicting performance on the NY State ELA exam, we will be administering unit assessments aligned to New York State standards after the culmination of each *Treasures* unit of study.**
- **The results of these assessments will be analyzed and monitored for:**
 - ✓ **Reading comprehension**
 - ✓ **Quality of answers to short and extended response questions**
 - ✓ **Persuasive writing task**
- **Areas of need revealed by unit assessments will be purposely addressed in subsequent instruction by the grade level team. In addition, teachers will use differentiated instructional strategies to address the strengths and needs of our students revealed through unit assessments.**

- **Teachers enter their results in spreadsheet form to identify trends, patterns and areas of deficit that will serve to inform collaborative inquiry discussions and subsequent actions**

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.
 - **Host educational family events and activities during Parent-Teacher Conferences and throughout the school year;**
 - **Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) Committee and meetings**
 - **Encourage more parents to become trained school volunteers;**
 - **Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time**

Budget and resources alignment

- Indicate your school's Title I status: x 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.

 x Tax Levy Title I Title IIA Title III Grants x Other

If other is selected describe here: ARRA RTTT Citywide Instructional Expectations

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).

Attainment of this goal will be obtained by the collaboration of teacher teams, assistant principals, and the data specialist with the direction of the principal. Funds that will be used to support goal achievement include: TL FSF funding and ARRA RTTT Citywide Instructional Expectations

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, classroom teachers will receive written feedback pertaining to their identified area of growth as a result of short cycles of observation a minimum of five times a year.

By June 2013, 50% of classroom teachers will demonstrate improvement in their identified area of growth by their fifth observation.

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.

Although our school's ELA and Math performance and progress scores have increased during the last two years, it is clear that our teachers need to continue to grow as pedagogues in order to meet the curricular and instructional changes necessary to prepare our children for academic success as delineated in the common core standards. Based on numerous teacher observations and teacher self assessment, we have identified two areas of growth for each teacher using the Framework for Teaching.

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.
- **Principal will establish clear cycles of short observations with written feedback (related to the framework) where classroom teachers are provided with written feedback and next steps that refer to the Framework for Teaching a minimum of 5 times a year.**
- **Principal will incorporate a tracking system revealing areas of growth and strength school-wide and for individual teachers that will inform our professional development plans.**
- **School leaders will study in depth the Framework for Teaching and receive additional training from the Danielson group, Teachscape and network personnel.**
- **School leaders will schedule their short cycle of observations that end in written feedback ahead of time.**
- **School leaders will provide timely feedback (written and verbally) after observing teachers during short cycles of observations.**
- **School leaders will implement a tracking system for logging observations and use it to identify professional development needs.**
- **School leaders will conference about specific teachers' needs in order to support them.**
- **School leaders will meet with individual teachers to address their individual needs and with grade level teams to address their**

collective needs.

- **Teachers will use the rubric and self assess in their areas of need (as identified by them and the administration) in order to determine their progress.**
- **Teachers will evaluate the quality and effectiveness of Pd received using a school based survey.**

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.
 - **Host educational family events and activities during Parent-Teacher Conferences and throughout the school year;**
 - **Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) Committee and meetings**
 - **Encourage more parents to become trained school volunteers;**
 - **Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time**

Budget and resources alignment

- Indicate your school's Title I status: x 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.
x _____ 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).

Attainment of this goal will be obtained by the collaboration of the assistant principals with the direction of the assistant principal using the CFN611 Excel Spreadsheet for Tracking Observational Feedback and Progress. Funds that will be used to support goal achievement include: TL funding.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. To develop students' abilities to read grade level text with comprehension as evidenced by their ability to accurately answer text based questions.

By June 2013, 50% of Tier II students in grades 3 to 5 will improve at least one level in the area of 'claim' and 'reasons and evidence' of the writing rubric in their end of unit extended response task.

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.

Our teachers discovered that students struggle the most with solidifying their claim in their persuasive writing and in providing reasons to support their claims based on the text. For this reason, we have isolated these two elements from of our persuasive writing rubric in order to track student progress and to focus our instruction.

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.

In writing:

- **Students' drafts and final pieces of persuasive essays will be the basis of analysis during professional learning team meetings in order to train teachers to properly utilize the rubric for feedback and to provide students with specific steps to improve their writing.**
- **Teachers will teach students how to use the rubric with the purpose of having students evaluate each other's writing and give each other feedback.**
- **Teacher teams will use the learning acquired as a result of looking at students writing to design lessons in the areas of deficiency.**

In reading:

- **Core Instruction: Teachers (responsible for providing Tier 1 support) will receive ongoing feedback on their practice especially in the area of monitoring progress, grouping and checking for understanding and will be made to understand that quality teaching actually prevents students from progressing to Tier II.**
- **Selected staff members will read at least two of the following:**
 - ✓ **Enhancing RTI from Douglas Fisher and Nancy Frey**
 - ✓ **What Every School Leader Needs to Know about RTI by M. Searle**
 - ✓ **Why Our Children Can't Read and What to do about it.**

- ✓ RTI documents from the DOE (for all to read and discuss)
- To revise and expand our existing Academic Intervention Services program in the area of reading to conform with Reading to Intervention (RTI) guidelines.
- Principal will develop and define the school's RTI structure and will turn key the new expectations and how the Tiers of support will work.
- A written plan will be developed, disseminated, adhered to and revised (when needed)
- Addition of two additional reading interventionists to target more students through pull out small group instruction.
- Addition of a CBO dedicated to improving students' reading abilities
- Work collaboratively with Reading Partners to identify and refer students to their specialists for 1:1 reading instruction.
- To provide guided reading instruction during extended day
- To provide ELL students with reading material appropriate to their level of language development during small group instruction (in addition to grade level material exposure)
- AIS coordinator will provide parental notifications of program eligibility and student progress notices a minimum of three times throughout the year.
- School leadership will monitor students' reading progress to determine program effectiveness and make adjustments on a monthly basis via running records analysis and in collaboration with the Reading Partners program.

- 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.
 - **Host educational family events and activities during Parent-Teacher Conferences and throughout the school year;**
 - **Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) Committee and meetings**
 - **Encourage more parents to become trained school volunteers;**
 - **Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time**

Budget and resources alignment

- Indicate your school's Title I status: x 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.
 x _____ Tax Levy x _____ 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).

This goal will be achieved through the collaboration of the principal, assistant principals and teaching teams.

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.

By June 2013, PS 192 will provide our students with a minimum of five after school academic and recreational offerings in order to promote student engagement and participation.

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.

Recognizing that students come to school with a wide array of interests and talents, it is imperative that the school caters to students' chosen pursuits in an effort to enhance existing capabilities and create an environment in which students want to excel in the traditional school day as a precursor to their involvement in their extracurricular activities.

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.
- **The principal will survey staff members for interest in after school program participation to include AIS, clubs, and Saturday classes, test preparation and ESL classes.**
- **After the application process, the principal will select staff members who will conduct a range of activities. Parents will be notified. The program will begin in the fall and continue in the spring (funds permitting).**
- **School will offer students in grades 3-5 America Scores (soccer & poetry).**
- **The school will hold elections for Student Government positions. Elected students will meet biweekly with the guidance counselor (advisor) and meet monthly with the principal with the purpose of discussing issues impacting students and enhancing services.**
- **We (principal and teachers) will provide students with the opportunity to participate in clubs which will be after school and will be led by our teachers. These clubs will target the interest of students and will be open for students in grades 1 through 5.**
- **We will provide students with academic programs during the spring. These sessions are designed to sharpen students' skills for the**

ELA and Math state exams.

- **Academic Intervention Services will be provided after school for students who need extra help particularly in the area of reading.**
- **Programs for SIFE and ELL students (led by the ELL teachers) will commence in the fall and continue until May.**
- **Assistant Principals and teachers will lead Literacy night, math night, and movie nights throughout the year to encourage student and family involvement.**

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.
- **The school will host educational family events and activities throughout the school year including during Parent-Teacher Conferences**
- **The principal will encourage meaningful parent participation on School Leadership Teams, Parent Association**
- **The principal will encourage more parents to become trained school volunteers;**
- **The principal and teachers will promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time.**

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).

Title I, Title III, TL FSF.

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	Wilson Reading, Guided Reading, Fluency Phonemic Awareness Phonics, Vocabulary Grades 1-5	Intervention is provided in small groups	Services are provided during the school day including the extended day program and in an afterschool program.
Mathematics	Item analysis of acuity and class assessments are used to determine areas of need for each student. Students are assigned IXL and acuity computer problems under teacher supervision. Teachers differentiate instruction and work with struggling students during independent practice time.	MathTier One intervention is provided by the classroom teacher	. Additional intervention is provided during the extended day program
Science	Science intervention is incorporated within the ELA and Math intervention models. Within the ELA component, context area texts are used to promote critical thinking, vocabulary comprehension and writing skills necessary to increase	Intervention is provided by the classroom teacher in a small group setting.	Services are provided during the school day including the extended day program

	<p>science skills Math intervention includes graphs, measurement and statistics which are an integral part of science education. In both ELA and Math higher order questioning skills are used to promote analytical thinking. Writing is the unifying vehicle between subject areas and is used as a diagnostic tool for comprehension.</p>		
Social Studies	<p>Social Studies intervention is incorporated within the ELA and Math intervention models. Content area texts are used to promote understanding of our country and the world. The content area texts increase vocabulary, critical thinking skills, and comprehension and writing skills. Math intervention includes graphs and statistics which are critical to improve students' skill in gathering and organizing data need to improve one's understanding and performance in the area of social studies. Writing is the unifying vehicle between subject areas and is used as a diagnostic tool</p>	<p>Intervention is provided by the classroom teacher in a small group setting.</p>	<p>Services are provided during the school day including the extended day program</p>

	for comprehension. This intervention is provided to third fourth and fifth grade students		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The school psychologist does not provide any at risk services. Our site based Parent Child Mental Health Clinic from St Luke's Hospital provides screening services for our at risk students and psychological, education and psychiatric evaluation based on PPC child study referrals. At risk students and their parents receive individual or family counseling sessions.	The school SBST social worker provides one to one counseling group counseling as well crisis management	. Counseling is scheduled throughout the day and during the extended day program.

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.

Recruitment – We solicit candidates through our CFN (excessed personnel, etc) and through posting the vacancy in the New Teacher Finder system. Candidates are screened for possessing required license (s). Interviews and demonstration lessons are then arranged.

Retention – Traditionally, our school has very low turnover rate. Retention of HQT is attained by providing a strong support system including one – on – one mentorship and buddy system, and by the provision of instructional support using the Framework for Teaching.

Assignments – Teachers are assigned based on their licenses and educational background.

Professional Development - PS 192 has tiers of professional development; from school wide goals to individual support in respective areas of teacher need.

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

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Larry Block	District 6	Borough Manhattan	School Number 192
School Name Jacob H. Schiff			

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

Principal Deborah Schaefer	Assistant Principal Justin Kravetz
Coach	Coach
ESL Teacher Paul Manzi	Guidance Counselor
Teacher/Subject Area Stephanie Shear - AIS	Parent
Teacher/Subject Area Linda Mazin- ESL	Parent Coordinator
Related Service Provider	Other Benjamin Lev - AP
Network Leader Larry Block	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	10	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	371	Total Number of ELLs	109	ELLs as share of total student population (%)	29.38%
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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. When students first register at PS 192 the parents are given the HLIS survey form which is administered by an ESL Teacher, administrator or another trained teacher. The teacher or administrator conducts an informal interview with the parent and child in either English or the native language. The pedagogues who are administering the survey and interviews speak both English and Spanish. If the student is deemed to be an eligible ELL, then the LAB-R (and if applicable the Spanish-LAB) is administered within 10 days of enrollment. The Spanish LAB is given to students who have a home language of Spanish. Towards the end of the school year students are given the New York State English as a Second Language Achievement Test during the state designated tested window. The proficiency level that students acquire based on the exam is used for placement and differentiation for the following school year. The speaking subtest is administered individually by the ESL teachers. The scores are recorded on the appropriate scoresheet and then transferred to the answer documents upon their arrival.

2. At the beginning of the school year PS 192 holds an orientation for parents of ELLs following the initial enrollment and testing process, which is conducted by an ESL Teacher. The orientation and placement of students is completed with 10 days of enrollment. The parents view the Parent Information Video that is made by the Chancellor. An ESL Teacher then explains the program choices on-site and their options for each grade. They then fill out the Parent Choice form based on the information presented to them and the students are appropriately placed within 10 days. Parents who do not attend the orientation are contacted to come in and complete the orientation. Until the orientation is conducted the default placement for students is in bilingual education.

3. Parent Survey and Program Selection forms are distributed in person or through mail. Parents are frequently contacted and reminded to complete the forms in a timely fashion and are given opportunities to ask questions regarding the forms. A teacher or administrator is available throughout the week to provide parents with individual orientations. If a parent does not complete the Parent Choice Form, then the default program is Transitional Bilingual Education. Parents have an opportunity to speak to an ESL Teacher and/or Parent Coordinator in their Native Language. These forms are kept on file in a binder in the school and copies are placed in the children's cumulative records.

4. Students are placed into bilingual, dual language or ESL instructional programs based on parent choice within 10 days of enrollment as shown on the program selection form. Following the initial meeting and orientation, frequent communication with parents is offered throughout the school year in their native language. During parent-teacher conferences parents are encouraged to speak with the ESL Teachers and parent coordinators.

5. The trends in the past few years based on survey data seem to indicate a preference for student placement in dual language classes. This year most parents In kindergarten (about 78%) selected transitional bilingual. Parent Choice form trends are used to guide decisions in school organization for ELLs so a transitional bilingual class was opened in the kindergarten in lieu of dual language, which had been the choice for the previous years. In school year 2008- 2009, a significant number of parents of incoming K students selected the Dual Language program. This trend continued for school years 2009-2010 and 2010-2011. From year to year, however, we

have seen a reduction in the number of students enrolled in dual language classes due to (1) parent requests; (2) students attaining proficiency in NYSESLAT; and (3) student transfers. For example, in 2008-2009, there were 15 students placed in K dual language based on parent choice. Only 4 out (the original) 15 students remain in the current 3rd grade dual language class.

Each year, we align our ELL instructional program to parents' responses on the survey as illustrated below (Kindergartners placed into the following programs):

School Year	Dual Language	ESL	TBE
2008-2009	15 (1 class)	11	
2009-2010	36 (2 classes)	13	
2010-2011	16 (1 class)	17	
2011-2012		4	10 (1 class)

Our school has seen a drastic reduction in overall percentage of ELL's: from 43% in 2009 to 29% for the current school year.

6. The program models at our school are aligned with parent requests. The above chart shows that we opened dual language classes when we saw that parents requested the program, and when parent preferences switched to TBE we responded by opening a bilingual class. The dual language classes that started in kindergarten have remained as the students have ascended in the grades. We now have TBE in kindergarten and dual language classes in grades 1,2 and 3.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	11	0	0	0	0	0	0	0	0	0	0	0	0	11
Dual Language (50%:50%)	0	16	16	5	0	0	0	0	0	0	0	0	0	37
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Push-In	4	16	3	7	20	11	0	0	0	0	0	0	0	61
Total	15	32	19	12	20	11	0	109						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	83	Special Education	23
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	11	0	0	0	0	0	0	0	0	11
Dual Language	28	0	4	0	0	0	0	0	0	28
ESL	27	0	8	18	0	7	0	0	0	45
Total	66	0	12	18	0	7	0	0	0	84

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	0	0	16	8	16	28	5	8	0	0	0	0	0	0	0	0	0	0	37	44
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	16	8	16	28	5	8	0	37	44									

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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>82</u>	Number of third language speakers: <u>1</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>43</u>
	Other: <u>0</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	31	16	12	17	10	0	0	0	0	0	0	0	101
Chinese	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	0	2	0	0	0	0	0	0	0	0	0	0	3
Haitian	0	0	0	0	1	0	0	0	0	0	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	1	0	1	0	0	0	0	0	0	0	0	2
TOTAL	16	31	19	12	20	10	0	108						

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. a.) The organizational models of instruction for ELLs vary based on the program type and grade level. All dual language classes are self-contained. For the freestanding ESL program there is mainly a push-in (co-teaching/small group instruction) model with the exception of some small-group pull-out classes for beginning and intermediate students.

b.) The program models also vary based on grade level and program type. In dual language classes the students always travel in a block, and are heterogeneous in proficiency levels. In the freestanding ESL program students are taught with students in their same grade level but with heterogeneous proficiency levels.

2. PS 192 is organized in a way that the mandated number of instructional minutes for ELLs is provided according to proficiency levels in each program model. There are certified bilingual teachers servicing all the ELLs in dual language classes. There are two certified ESL teachers who service the ELLs in monolingual classes with the freestanding ESL Program. One ESL teacher works with students in grades K-2 while the other works with students in grades 3-5.

a.) In accordance with state mandates and CR Part 154, all Beginning students across all grades receive 360 minutes of ESL per week in both dual language and Freestanding ESL programs. All Intermediate Students across all grades receive 360 minutes of ESL per week in both dual language and Freestanding ESL programs. All Advanced students receive 180 minutes per week in both Dual Language and Freestanding ESL programs. As required by CR Part 154, all Beginning students in the Freestanding ESL program across all grades

A. Programming and Scheduling Information

receive 90 minutes daily of English Language Arts. All Intermediate Students in Freestanding ESL program across all grades receive 90 minutes daily of English Language Arts. All Advanced students in Freestanding ESL programs across all grades receive 45 minutes daily of English Language Arts. In dual language classes Advanced students receive 5 periods per week. Students at the Beginning level receive 45 minutes daily of Native Language Arts instruction. Students at the Intermediate level in dual language program receive 45 minutes daily of Native Language Arts instruction. Students at the Advanced level receive 45 minutes daily of Native Language Arts instruction.

3. In dual language classes students are taught content areas 50% of the time in English, and 50% in Spanish. Generally dual language teachers alter their language of instruction every other day. In freestanding ESL program the focus is on instruction in the English language, but Native Language support is given through an English/Spanish bilingual ESL teacher and literacy materials in the students' native languages. In both of our programs teachers use differentiated small group instruction targeting the specific needs of each student. Teachers scaffold the content by using graphic organizers, comprehensible input, use of visuals, and technology in content area instruction. Teachers in monolingual classes with ELLs co-plan with ESL teachers to meet the needs of their students and to ensure the proper use of ESL strategies and methodologies in the mainstream classroom.

4. ELLs are evaluated in their native language through running records, the ELE exam, EL-SOL, assessments that are included with our NLA basal reader. All ELLs are provided with a translated or orally translated version of state assessments.

5. a.) SIFE students will be serviced through a before-school basic English language skills class. Parents will also be informed about the program to give strategies to help the SIFE students at home. SIFE students are also supported by ESL/bilingual teachers during the day as well as AIS teachers.

b.) Newcomer ELLs in the school (0-3 years of service) are given much attention based on the fact that they need to acquire English language skills at the same as academic language required to prepare for ELA testing after one year, and tests in other content areas. These students are taught language through the content areas. All the teachers of ELLs base lessons around a content area and infuse discreet language skills and ESL strategies and methodologies into their teaching. As a result students will see an increase in English language proficiency (NYSESLAT), while simultaneously preparing for the content area tests. ELLs with less than 3 years (Newcomers) receive ESL instruction from the classroom teacher according to the CR Part 154 mandates of 360 minutes per week for Beginning and Intermediate level students and 180 minutes per week for Advanced students. ELLs placed in monolingual classes receive small group ESL instruction from the ESL teacher in the Freestanding program that follows the CR Part 154 mandates of 360 minutes per week for Beginning and Intermediate level students and 180 minutes per week for Advanced students. Instruction is differentiated according to ongoing assessment and based on data taken from both formal and informal assessment.

c.) Most of the ELLs who have received service for 4-6 years are guided toward acquisition of academic language. The past few years of NYSESLAT data reveal that the majority of these students are weakest in the reading and writing modalities. Many of them have scored proficient in the listening and speaking subcategories of the test. Therefore the teachers of ELLs at the school focus their teaching of these students on academic content vocabulary, themes and skills. The push-in ESL classes are designed to give the students scaffolded instruction and/or small group attention.

d.) Long term ELLs in the school are given extra support through AIS, ESL/NLA after school program, and/or the 37.5 extended day program.

6. ELLs with special needs are taught by their classroom teachers as well ESL teachers. These students are taught with both Special Education and ESL instructional strategies and methodologies. Students with special needs get support from a bilingual SETSS teacher, two speech teachers (one who is bilingual), and an adaptive physical education teacher. Students' progress is frequently discussed and evaluated and further strategies are pursued. We provide AIS in ELA, Math and NLA through the services of an AIS teacher and Bilingual Coordinator/AIS specialist. We will be using our Title III funds for an ESL/NLA after school programs that will include ELL-SWDs. We also provide additional support to these ELLs during our 37.5 extended day program.

7. To service the diverse needs of ELL-SWDs the school allows for students remain in the least restrictive environment whenever possible. ESL teachers use a push-in model to service the students to enhance their grade level academic curriculum. Extended Day instruction is provided for all ELL-SWDs to further support their acquisition of academic language and content. ELL-SWD students are given the same rigorous grade level content as their peers. Teachers scaffold and use strategies to allow students to access this material through multiple entry points.

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	Spanish		
Social Studies:	English		
Math:	Spanish		
Science:	English		

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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. We provide AIS in English for students scoring in the bottom third in ELA and Math. Students with special needs are supported through this program. Students are also supported in NLA in Spanish through the services of an AIS teacher. All SIFE students are serviced by the ESL Teachers. We will be using our Title III funds to support our ELLs in an ESL/NLA after school program. We also provide additional support to these ELLs during our 37.5 extended day program.
9. ELLs that have met proficiency are still served by the school for at least 2 years. These former ELLs receive ELL testing accommodations on the NYS exams, are supported by the AIS teacher and bilingual coordinator/AIS specialist and during extended day. Students will also be supported by the ESL/NLA after school program.
10. Some new programs and improvements will be started this year at PS 192. The freestanding ESL program this year is more collaborative by using mainly a push-in model. ELL students in monolingual classes are grouped together so that the classroom and ESL teacher can articulate and co-plan to best serve the needs of the ELLs. A Language Lab has begun in the ESL room so that ELLs in monolingual classes can visit and participate in various language centers/station while the teachers support the students. Dual Language classes have been expanded to grades K-3.
11. Transitional bilingual classes have been eliminated and replaced by a dual language class in the third grade.
12. ELLs have equal access to all school programs at PS 192. All ELLs participate in our music, physical education and computer programs, and can participate in chorus, sports, and other clubs. ELL students are encouraged to participate in after school programs such as the ESL/NLA program, and Social Studies, ELA, and Math academies. All ELLs participate in the 37.5 extended day program. ELLs are instructed by the AIS and bilingual coordinator/AIS specialist teachers.
13. ELLs have access to a wide range of instructional materials. Classrooms are equipped with smartboards, computers and listening stations. ELA is taught in grades K-5 using the Treasures literacy program. Mathematics is taught using Math Connect. Social Studies is taught using McGraw Hill Social Studies and Instructional materials in science include the Scott Foresman and Pearson Inquiry science program in English and Spanish.
14. Students receive native language support in all ELL program models. In dual language students receive their mandated Native Language Arts instructional minute as per CR Part 154. In freestanding ESL students are encouraged to use their native language when it helps them produce or interpret English in classroom activities. Books, websites, and resources are provided in the students' native language.
15. Required services support ELLs at their age and grade level. In ELA in bilingual classes the materials used are at one grade level below the students' current grade. All instruction for ELLs however is age and grade-level appropriate.
16. At the moment our school does not have a set program for newly admitted students before their first year. We offer summer school to newcomer students that shown an area in need of remediation.
17. Our ELLs are eligible to participate in a debate club that enhances research skills, critical reading and writing and public speaking. Also ELLs participate in a Library Research class once a week which also enhanced their technology skills.

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)?

1. The target language used in dual language programs for ELLs and EPs is 50% in English and 50% in Spanish.
2. In dual language classes students are integrated at all times throughout the day.
3. Language is separated for instruction by teaching ELA, Social Studies and Science in English. Science, Art, Native Language arts are taught in the target language.
4. There is one self-contained dual language class in the first and third grades, and 2 self-contained dual-language classes in the second grade.
5. Emergent Literacy is taught in both languages simultaneously in our dual language classes.

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. Our school philosophy is that the best professional development happens through the interactions of members of the school community and their focused collaborations. To this end, academic specialists, when needed, will support our teachers in school whenever possible so that the application of the new learning is observed immediately.

Teachers of English Language Learners will be trained throughout the year in the understanding and use of Common Core standards. These trainings will include in depth analysis of the expectations set forth by the new standards in writing, reading and math. Teachers will receive ongoing training in the development of rigorous writing tasks, rubric utilization to score student work and the identification of instructional strategies to address writing deficiencies.

Teachers of ELLs will receive training by the principal in the process of collaborative inquiry manifested through Professional Learning Teams. Teachers will receive ongoing training in looking at student work, identifying areas of need, identifying instructional strategies to address needs and strengths and the implementation of those strategies. Teacher teams will also learn to plan effective lessons and to discuss their effectiveness through the analysis of informal assessments. Through this process, teachers will identify a group of ELL students who will become their inquiry focus.

Teachers of ELLs will be taking part in book study sessions led by ELL teachers. During the book study lessons, designed by teachers for teachers, teachers will learn strategies to teach writing as well as ESL methodologies to convey new knowledge to our students.

Classroom teachers of ELLs are scheduled to plan their lessons with our ESL teachers. ESL teachers model ESL methodologies for classroom teachers on a regular basis.

The following professional development sessions, workshops, meetings, and conferences are meant to enhance our teachers' understanding, ability, and capacity to improve student achievement in the service of meeting school goals.

English Language Arts

- Understand and Deconstructing the Common Core (ongoing). (1e, 1f)
- Making the case for Persuasive Writing
 - o "From Dialogue to Two-Sided Argument: Scaffolding Adolescents; Persuasive Writing (3-5), and
 - o "The Art of Persuasion" (K-2) (1e) (9/21/11)
- Defining Elements of Good Instruction at P.S. 192 and how to incorporate these into subsequent lesson plans with the purpose of providing students the opportunity to engage in authentic literacy (1e, 2b, 2d) (11/7/11)
- Curriculum Mapping Professional Development Sessions for supervisory staff and pedagogues (Heidi Hayes Jacobs and the Achievement Zone) (1e, 2b)
- Building A Definition of Authentic Literacy Using Results Now and Focus (1e)
- Learning from Each Other: Intervisitations and Debriefing Sessions (ongoing) (1e, 2b, 2d)
 - How to use the Persuasive Writing Rubric to Provide Feedback (1f)
- Exploring /understand the DOE bundles and student and teacher work form the EngageNY state education website (1e, 1f, 2d)
- Gathering of student and Professional Exemplars to use for both grading and instructional purposes (2b, 3a 3c)
- Study of Mike Schmoker's "Write More, Grade Less" to provide strategies for teaching writing effectively (3c, 3d)
- Study of "A Dose of Writing Reality: Helping Students Become better Writers" (Oct 2011)
- Book study of Talk About Teaching chapters three and four-beliefs embedded in the framework for teaching (all components)
- Spring book study of Danielson's, Enhancing Professional Practice, led by the principal and assistant principal that attended Danielson training in the fall. (all components)
- Revisiting Asking Better Questions (3b)

Mathematics

- Understanding and Deconstructing the Common core (ongoing). (1e, 1f)
- Performance Tasks – the What and the Why (1e) (9/1/11)
- Ongoing Alignment of Mathematics Curricula with the Common Core Standards in collaboration with the Aussie consultant; restructuring the scope and sequence (1e)
 - Exploring to Enhance Math Performance Tasks –Defining a performance task and reviewing examples from the Common Core Library and elsewhere to design a CCLS Task in alignment with the DOE's CC-aligned unit of study (1e, 1f)(11/5/11)
 - Book Study: Teaching Elementary Mathematics, Liping Ma. Facilitated by AP to be given in the spring. (1e)

- Curriculum Mapping Professional Development Sessions for supervisory staff and pedagogues (Heidi Hayes Jacobs and the Achievement Zone) (1e)
- Learning from Each Other: Intervisitations and Debriefing Sessions (ongoing) (1e, 2b, 2d)
- How to use the Math Task Rubric to Provide Feedback (1f)
- Exploring/understanding the DOE bundles and student and teacher work form the EngageNY state education website (1e, 1f, 2D)
- Gathering of Student and Professional Exemplars to use the both grading and instructional purposes (2b, 3a, 3c)
- Book study of Talk About Teaching chapters three and four – beliefs embedded in the framework for teaching (all components)
- Spring book study of Danielson’s, Enhancing Professional Practice, led by the principal and assistant principal that attended Danielson training in the fall. (all components)
- Revisiting Asking Better Questions (3b)

2. As students transition to middle school, we make our guidance counselors in both general and special education available to help ELLs make a smooth transition.

3. New teachers receive 7.5 hours (10 hours for special education teachers) from workshops and strategy modeling during the Professional Learning Team teacher meetings. Agendas and sign-in sheets are kept in the principal's office.

E. Parental Involvement

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

1. The principal of the school maintains an Open-Door policy with all parents. The principal ensures that parents understand program placement policies by providing individual conferences as needed to help parents understand the structure of the Dual Language and ESL programs. Parents of our ELL student population in our Dual Language and Free-standing ESL programs are provided with program information in their native language (Spanish) via parent workshops, parent brochures, parent choice letters, telephone communication with our bilingual parent coordinator, PA meetings, and special program orientations sessions at the beginning of the year using Chancellor’s Klein orientation video in Spanish and English. After parents receive the orientation, they are given a parent program selection form to choose the program they want for their child. Parents who have not attended an orientation or completed the selection form are called by the ELL services coordinator to ensure that they receive the orientation and choice. Students are placed into their appropriate classes within 10 days. Parent communication is ensured at the school level via parent meetings with the principal and parent coordinator, and individual mailings to the homes to inform parents of school events and programs.

2. At the current time, we do not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

3. To evaluate the needs of the parents, we administer a Needs Assessment to the parents at the beginning of the year and the SLT uses the results for planning.

4. PS 192 provides workshops on identified topics of interest from the Parent Needs Assessment Survey during the day and evening. Parents are interested in learning about current health issues: Asthma, Influenza, Obesity in Children; Literacy strategies to help their children at home, ESL classes, immigration classes, technology classes. The Parent Coordinator develops a calendar of activities for the year which is distributed during our first Parent School Orientation Meeting in September and then it is also distributed during School Parent-Teacher Get Acquainted Meetings, and during Parent Association Meetings. A parent handbook is also distributed to all our parents.

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	15	3	5	3	1	0	0	0	0	0	0	0	41
Intermediate(I)	0	11	4	5	7	1	0	0	0	0	0	0	0	28
Advanced (A)	6	3	10	1	10	8	0	0	0	0	0	0	0	38
Total	20	29	17	11	20	10	0	0	0	0	0	0	0	107

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	1	1	0	0	0	0	0	0	0	0
	I	2	6	1	1	3	0	0	0	0	0	0	0	0
	A	0	10	12	4	10	4	0	0	0	0	0	0	0
	P	0	12	4	5	6	6	0	0	0	0	0	0	0
READING/ WRITING	B	2	15	3	5	3	1	0	0	0	0	0	0	0
	I	0	11	4	5	7	1	0	0	0	0	0	0	0
	A	0	3	5	1	10	8	0	0	0	0	0	0	0
	P	0	0	5	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	11	7	0	0	18
5	5	6	0	0	11
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	1	0	0	0	0	0	0	1
4	0	7	0	15	0	2	0	0	24
5	0	0	0	8	0	6	0	1	15
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	2	0	8	0	1	0	12
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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)	1	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. PS 192 uses a variety of tools to assess the early literacy of ELLs. We use ECLAS-2 and EPAL. ELL students' academic progress is monitored through classroom assessments containing grade level material. Classroom assessments are analyzed to identify specific areas of needs within groups and individual students. Reading skill acquisition is determined using ECLAS and running records using Fountas and Pinnell. The school uses ECLAS (K-2), EL-SOL and Acuity results to supplement school data and to determine trends and patterns of academic needs by grade. Our teachers then use this data to help inform the school's instructional plan by determining areas of need and planning instruction that targets these areas. Teachers work in Professional Learning Teams (PLTs) to analyze results and make instructional plans by grade level.

2. Upon analyzing the scores and proficiency levels of the NYSESLAT and LAB-R the following was noted through the grades: Students scored one level higher level in Listening and Speaking than in Reading and Writing. This discrepancy prevented the students' movement from one level to the next. More students scored at higher overall proficiency levels as they moved up in the grades.

3. Based upon the patterns across the NYSESLAT modalities teachers will focus more time on preparing students for the reading/writing sections than the listening/speaking sections. Students will be given instruction in the types of tasks that are asked for by the NYSESLAT reading and writing exams including writing based upon images, writing with detail, using graphic organizers to plan for writing, transferring information from graphic organizers, reading for purpose, high order thinking questions, and looking for mistakes in writing (editing).

4a. Students that took their tests in their native language scored overall lower than their peers who took the tests in English.

4b. Our school did not participate in the ELL Periodic Assessment exam for the 2010-2011.

4c. Our school did not participate in the ELL Periodic Assessment exam for the 2010-2011.

5a. Students proficient in English in dual language classes are tested with the EL-SOL exam.

5b. English proficient students in dual language classes generally score much lower than the ELL peers in the second language. In kindergarten the students are preliterate, in first grade a small percentage is reading at first grade level, others are still learning decoding. In second grade, few students are reading on or below level and some are still preliterate.

5c. At PS 192 in 2010-2011 there was a dual language program in third grade and EP students outperformed the ELL students.

6. At PS 192, we evaluate the success of our programs by tracking the progress of our ELL population using the New York State Assessments in ELA and Math. We also track English language proficiency levels by monitoring the performance of the various categories of ELLs such as Long Term ELLs, Former ELLs, SIFE students and newly arrived with formal schooling. We use a variety of assessment instruments such as EL-SOL, running records, unit tests, writing samples in both ESL and NLA, reading and writing conferences. It is expected that all ELLs are proficient in ELA and Math based on grade level unit assessments and the NYS ELA and Math exam.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>PS 192 - Jacob H Schiff</u>		School DBN: <u>06M192</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deborah Schaefer	Principal		11/30/11
Justin Kravetz	Assistant Principal		11/30/11
	Parent Coordinator		1/1/01
Paul Manzi	ESL Teacher		11/30/11
	Parent		1/1/01
Stephanie Shear - ESL	Teacher/Subject Area		11/30/11
Linda Mazin - AIS	Teacher/Subject Area		11/30/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Benjamin Lev	Other <u>Assistant Principal</u>		11/30/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **06m192** School Name: **Jacob Schiff**

Cluster: **6** Network: **1**

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

Part A: Needs Assessment Findings

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

We used the ATS report (RAPL) to survey our parents' preferred written and spoken language. The results of this analysis indicated that out of 516 parents, 195 prefer English for written language, 317 prefer Spanish, 1 prefer Arabic, 1 Haitian-creole, 1 French, and 1 prefers Chinese. For the preferred spoken language, 192 prefer English, 319 prefer Spanish, 1 Arabic, 1 Haitian-creole, 1 French and 1 prefers Chinese.

Based on this report, it is evident that the vast majority of our parents speak Spanish. Translations and interpretations are provided by our mostly Spanish-speaking staff. All school letters and flyers are translated into Spanish. The school utilizes the translations services of the DOE Office of Translation as needed. For parents whose preferred language is other than English or Spanish, our parent coordinator uses the translated letters from the DOE website when applicable. Translators have occasionally been used to translate during some 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.

We used the ATS report (RAPL) to survey our parents' preferred written and spoken language. The results of this analysis indicated that out of 516 parents, 195 prefer English for written language, 317 prefer Spanish, 1 prefer Arabic, 1 Haitian-creole, 1 French, and 1 prefers Chinese. For the preferred spoken language, 192 prefer English, 319 prefer Spanish, 1 Arabic, 1 Haitian-creole, 1 French and 1 prefers Chinese. We plan to share the most recent results revealed by this report with our parents during the December 16, 2011 SLT meeting and during the next Parent Association meeting.

Based on this report, it is evident that the vast majority of our parents speak Spanish. Translations and interpretations are provided by our mostly Spanish-speaking staff. All school letters and flyers are translated into Spanish. The school utilizes the translations services of the DOE Office of Translation as needed. For parents whose preferred language is other than English or Spanish, our parent coordinator uses the translated letters from the DOE website when applicable. Translators have occasionally been used to translate during some meetings.

Part B: Strategies and Activities

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

Written translation services will be provided by in-house staff, parent coordinator, and DOE office of translation services for parent-teacher conferences, parent workshops, and Parent Association meetings. Since parent meetings are scheduled ahead of time, the parent coordinator is responsible for ensuring that pertinent documents are translated in a timely fashion. In addition, one of our teachers is a certified translator in Spanish.

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

Oral and written services are provided in-house by our Spanish speaking staff and through the DOE translation unit (when needed).

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

Notices welcoming parents in the major languages and informing the parents where they can get translation services and translated materials are posted at the main entrance in the school lobby.

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: Jacob H. Schiff	DBN: 06M192
Cluster Leader: Jose Ruiz	Network Leader: Robert Hernandez
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: 42 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our supplemental Title III ESL program targets English Language Learners as follows:

- Advanced ELLs students (22 students in grades 3, 4 and 5) who have mastered or nearly mastered basic interpersonal communication skills to achieve proficiency in academic reading and writing. Students in the program are expected to improve scores on the NYSESLAT and NYS ELA exams.
- Beginner ELL students (20 students in grades 3, 4 and 5) - Newly arrived students and students who have been in the US for approximately one year. We found that the needs of beginner students are very different within that group so, this year, we decided to differentiate instruction even further. Students who are newly arrived, receive supplemental ESL instruction daily using the curricula from National Geographic: In the USA.

Advanced ELL students in test taking grades are provided with enrichment literacy classes after school twice a week (Tuesday and Thursday) for 1 hour each day (3:10 - 4:10 p.m.). The two classes (1 for third graders and 1 for 4/5th graders) are facilitated by two licensed ESL teachers. Session 1 runs every Tuesday and Thursday from October 23rd, 2012 until January 31st, 2013.

Students are grouped according to their reading level so that they are ensured to be reading a text that is of sufficient challenge and rigor. Throughout the program students read, discuss and write about the text being discussed. The work is aligned to Common Core standards in Reading, Writing, Speaking and Listening and Language. An emphasis is placed on higher order thinking which is conducted through well-planned questioning. All work is completed in English.

Session 2 will begin February 7 and end April 11 and is geared to prepare ELL students for the state tests. Session 2 is four days a week for one hour each session. All ELL students (beginners, intermediates and advanced) are mandated to attend. The classes will be facilitated by 4 teachers licensed in either ESL or Bilingual Education. Each teacher will be teaching their own separate group of students for one hour on each of the four days. The classes will run every Monday, Tuesday, Thursday and Friday afterschool. Monday and Friday sessions will be conducted from 2:25 - 3:25 p.m. and Tuesday and Thursday sessions will run from 3:10 - 4:10 p.m.

Part C: Professional Development

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:

Teachers of ELLs from K to 5 receive professional development on the first Wednesday of every month at 2:20 p.m. for 1 hour during collaborative inquiry. The PD is facilitated by a certified ESL teacher (Paul Manzi). The workshops are designed to bolster teachers' knowledge and understanding of scaffolds to provide entry points to the broad range of ELLs in their classes.

Specific topics include "ELLs and the Common Core" (October 3rd), "Language Assessment Stages" (November 7th), "Choosing Appropriate Scaffolds" (December 5th), "Assessment for ELLs" (January 3rd), "Academic Reading and Writing" (February 6th), and "Preparation for the NYSESLAT" (March 6th, April 3rd). Sessions on May 1st and June 5th will relate to planning for next year. Teachers read research based articles as a key component of the program.

Part D: Parental Engagement Activities

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

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

Begin description here:

The Saturday Academy is designed for parents of ELLs who are learning English. The class is taught by a certified Bilingual Teacher (Marina Cruz) and meet each Saturday. The sessions run from 10/13/12 to 12/22/12 and again from 2/2/13 until 4/27/12. The classes meet from 10am to 12pm and are given in the parent room.

Parents learn basic interpersonal and communication skills which are taught through real-world scenarios. Parents also learn ways to assist their children with homework and studying. Parents use ESL books as part of the classes. Parents are notified of these classes through the school newsletter, and announcements made during PA meetings and other parent events that occur during the week.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		