



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q092

PRINCIPAL: PASQUALE BARATTA EMAIL: PBARATT@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. P. COMPOSTO

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
Pasquale Baratta	*Principal	
Karen Diaz	*UFT Chapter Leader or Designee	
Francisca Eloa	*PA/PTA President	
Norma Blanco	Member/Parent	
Wendy Chico	Member/UFT	
Enedina Cruz	Member/Parent	
Gina DeStefano	Member/UFT	
Maria Diaz	Member/Parent	
John Gentile	Member/UFT	
Alicia Morales	Member/Parent	
Wendy Rajeh	Member/UFT	
Allyson Rollo	Member/UFT	
Dulce Sosa	Member/Parent	
Adelaida Tenorio	Member/Parent	
Sonia Torrent	Member/UFT	

** 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2013, grade 4 English Language Learner students will demonstrate progress towards achieving proficiency as measured by a 3% increase of the students that will advance one level on the NYSESLAT exam.

Comprehensive needs assessment

Based on the NYSESLAT scores from Spring 2012, it is noted that of all the grades from 1st to 5th, the Fourth grade stands alone as a focal point. The number of proficient students in Fourth grade in 2011-2012 decreased in Listening and Speaking, and in Reading and Writing.

Instructional strategies/activities

1. Students will be evaluated based on NYSESLAT scores and teacher input.
2. School Administrators and Coaches will identify teacher need for Professional Development in new teaching strategies for English Language Learners.
3. We will improve instruction by providing teachers with on site assistance from ESL facilitators. Our ESL Coordinator and Assistant Principal are also involved with instruction and assistance in new methodology.
4. Teacher evaluation will be ongoing throughout the year. Data binders will be used to include periodic progress and movement.
5. On Our Way to English reading kits will be purchased for all ESL classrooms. These kits were chosen by classroom teachers for their effectiveness and were cited for popularity among students.
6. The Headsprout computer program will be given to ELL students during Tech periods designed specifically for fourth grade students. Tech periods are incorporated into our teacher preparation schedule.
7. Saturday instruction will be given to students in grade 4 focusing on reading and writing through theatre and music using the program Making Books Sing.

The timeline for implementation will be September 2012 through May 2013.

Strategies to increase parental involvement

Parent involvement is encouraged through increased communications first with the availability of our Family Room, our Parent Coordinator, and correspondence. Workshops to enlighten parents concerning the NYSESLAT test are given periodically by our Assistant Principal and ESL Coordinator. Student planners are a more direct, personal method of communicating with parents regarding student performance. We are fortunate to have a staff consisting of many bilingual educators. Along with notices and meetings in two languages, we are always striving to improve communication and encourage participation.

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.

NYSTL Tax Levy yes Title I _____ Title IIA yes Title III _____ Grants _____ Other _____

If other is selected describe here: Computer software is purchased through NYSTL (New York State Tax Levy) approved funds.

Service and program coordination

Title III supplemental services for ELL's are used to support language development, English and native language instruction, and high academic achievement in all academic areas. Title III funding is used for personnel and educational material related to our school plan. Tax Levy Fair Student Funding pays for our administrators, ESL coordinator, and faculty members.

Since we are a conceptual consolidated school we are able to fund these services and programs.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2013, in grades k-5 students will experience one literacy task that asks them to read and analyze informational texts, followed by a written informational response and aligned to a rubric.

Comprehensive needs assessment

Based on Citywide Instructional Expectations, we aim to strengthen student work and teacher practice in grades Kindergarten through five. Students will be engaged in literacy tasks specifically selected to be aligned with the Common Core Learning Standards. The performance tasks will help teachers adjust their instruction toward higher expectations relating to the Common Core.

Instructional strategies/activities

PS 92 has selected The Columbia University Reading and Writing Project for guidance in the selection of literacy tasks based on their research based knowledge and alignment with the Common Core State Standards. Tasks will begin in Kindergarten, first and second grade students will write informational responses, based on reading informational texts. Upper grades three and four will focus on research based argumentative writing, and essays in grade 5. Units on the curriculum for each grade have been developed by the Reading and Writing Project. Staff developers from Columbia have scheduled with visits throughout the school year.

Teachers will work together with their colleagues in respective grades to create a direction for their instructional expectations and teaching practices. Common preparation periods will help them facilitate collaboration. The school literacy coach is also available and involved in all professional development and assist with any questions.

The timeline for implementation will be September 2012 through May 2013.

Strategies to increase parental involvement

The Parent Involvement Policy will give parents opportunities to celebrate student work through classroom celebrations. Families will be encouraged further by having translators available, and will be contacted via bilingual notices. The Family Room will provide a vehicle for appropriate feedback.

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 yes Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Teachers College services are paid for using Title I school wide project funds.

Materials necessary to achieve this goal range from books to miscellaneous classroom material will be paid for with Title I funds as well as OTPS category. Human resources include faculty members, literacy coach, and ESL coordinator when needed. Scheduling is provided by the school administration to facilitate common periods when teachers meet. This year we were able to create an extended Literacy Block utilizing time from the extended day period. This time was created through a School Based Option in collaboration with the UFT.

Since we are a conceptual consolidated school we are able to fund these services and programs.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2013, there will be a 10% increase in communication between the school and parents as evidenced by an increase in parents visiting the school and participating in school community activities.

Comprehensive needs assessment

Based on the 2011-2012 NYC School Survey Report communication between the school and parents was scored lower than the previous year. This was based on parent responses that focused on how well the school contacts them about students achievements and successes, and how well the school communicates in a language families can understand.

Instructional strategies/activities

One of the major challenges pointed to a need in improving basic communication, notably that English is a second language to most members of the community. PS 92 has always offered ESL classes through our parent coordinator. This year we will offer continuous ESL classes to parents during the day, twice a week, given by an outside instructor running from October 2012 through June 2013.

A committee consisting of parents and teachers will be utilized to create templates for teachers to use to periodically send information home. Parent surveys will be analyzed to identify preferred methods of communication, web accessibility, and ultimately the effectiveness of our plan of action. The School Parent Association will discuss communications monthly to give members the opportunity to voice opinions.

The timeline for implementation will be September 2012 through May 2013.

Strategies to increase parental involvement

PS 92 has a Family Room on the first floor near the school entrance that is open to all parents. Workshops of interest to parents are held, such as Parent Skills, Homework Help, Reading At Home, Family Math, Nutrition, and Children's Health Issues given in both English and Spanish. Our parents are an integral component of the School Leadership Team. Student Planners provide information to parents on school policies in English and Spanish. Homework and notes to and from teachers are written in the planner. All notices are sent home in English and Spanish, and PTA meetings are held in both languages as well. PS 92 hosts a "Meet the Teacher Night" event in September to familiarize parents with the curriculum for the grade and with teacher expectations for their children. It also provides the parents with an opportunity to meet each teacher. Parents are trained through Learning Leaders to work with our teachers to support our students. To enhance communication between home and school monthly calendars are created in two languages to increase the amount of relevant and useful information available to parents. Professional Development provides teachers with information regarding appropriate methods of communicating with parents during conferences. Our school continues to communicate with parents through an agenda book, which incorporated policies/ procedures and important information as it pertains to our school. This agenda also has daily communication areas that parents and teachers can write to each other, which create an ongoing open dialogue and increase home –school connection..

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 yes Title I _____ Title IIA yes Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Our Parent Coordinator and Guidance Counselors have identified areas of concern regarding up to date information and need for workshops on subjects such as violence prevention, nutrition, housing, etc.

PS 92 has a nutrition committee made consisting of student members, faculty, and a School Food representative.

Our Project Share teacher works with students in small groups to informally deal with family issues and topics of prevention.

Since we are a conceptual consolidated school we are able to fund these services and programs.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2013, fourth and fifth grade students will increase the median adjusted growth percentile for our schools lowest third on the NYS ELA assessment by three points.

Comprehensive needs assessment

Based on student performance on the New York City Department of Education Progress Report of 2011-2012, PS 92 earned a “B” in the category of results on state tests. More specifically, performance in ELA improved modestly. The immediate focus is on the fourth and fifth grade. The median growth percentile for our schools lowest third decreased Spring of 2011.

Instructional strategies/activities

A Literacy Block has been created each day period two, which includes thirty minutes from the extended day schedule. Period two will now begin at 9:12 and last 80 minutes, instead of the standard 50, and end at 10:32. There will be no preparation periods in that time period. All out of classroom personnel will be used to assist in small group instruction for each class. This will include coaches, AIS providers, and cluster teachers. This period was created by the administration and the UFT via an SBO (School-Based Option) and was approved by the Department of Education.

Professional Development will be provided by a Literacy Coach and Teachers College specifically targeted for the fourth grade. Teachers will provide meaningful class trips to broaden experiences and knowledge to broaden their writing creativity. The Library open access period will be available for group and individual research work for three days a week. Hours are scheduled as per the Librarian. Additional reading material will be made available to teachers to improve their libraries. The Headsprout computer program will be used to improve reading strategies in the fourth grade. The common prep schedule will include Tech periods to give students access to the computer lab. Smart Boards were installed to assist classroom teachers in their lessons, and gives cluster teachers who implement Common Core Learning Standards access to internet lessons and material.

The timeline for implementation will be September 2012 through May 2013.

Strategies to increase parental involvement

The PS 92 Family Room is open to all parents. Workshops of interest are given in both English and Spanish. Parents are an integral component of the School Leadership Team. Student Planners provide information to parents on school policies in English and Spanish. Homework and notes to and from teachers are written in the planner. “Meet the Teacher Night” will familiarize parents with the curriculum for the grade and with teacher’s expectations for their children. It also provides them an opportunity to meet. Parents are trained through Learning Leaders to work with our teachers to support our students. Parents are also invited to celebrations of children’s work.

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 yes Title I _____ Title IIA _____ Title III _____ Grants Reso A Other

If other is selected describe here: Smart Boards were purchased through Reso A Funding.

Service and program coordination

Professional development is provided for by the CFN Network ELA representative periodically at different locations. The representative is readily available to come to the school to offer support and answer questions.

Human resources include faculty members, literacy coach, Technology cluster teacher, Librarian, and TC staff. Scheduling is provided by the school administration to facilitate common periods when teachers meet. Literacy Block was created to allow directly focused time each day. This time was created through a School Based Option in collaboration with the UFT. Substitute teachers are available to allow individual teachers to attend outside professional development.

Since we are a conceptual consolidated school we are able to fund these services and programs.

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	RTI plan (see attached) Academic Intervention Service programs utilize many strategies depending on student needs and grade level. Some of the many strategies we employ are: Sandier/Oxford Phonemic Awareness, Headsprout Vocabulary development, Reading Recovery, Foundations, Spotlight on Reading, small group instruction, Headsprout computer assisted differentiation, rewards Writing program, Thematic Approach-ELL and Dramatic Play-Oral Language play periods,	The Academic Intervention services are provided to students in either small groups or one-to-one.	The Academic Intervention service is provided to students during the school day and as a part of the extended (37.5 min.) day.
Mathematics	Programs and strategies used include: Number Sense/ Number Conversation Concepts, Math Steps and Test Ready. These programs include extensive use of manipulatives and technology.	The Academic Intervention services are provided to students in either small group or one-to-one.	The service is provided to students during the school day and as a part of the extended (37.5 min.) day.
Science	Discovery Works Reading Support and Focus on Science, Passwords Science Vocabulary and Harcourt Science are used.	The Academic Intervention services are provided to students in either small group or one-to-one.	The service is provided to students during the school day and as a part of the extended (37.5 min.) day.
Social Studies	Thematic Essay writing using DBQ's, building vocabulary in conjunction with other ELA skills and project based learning incorporating the arts provide	The Academic Intervention services are provided to students in either small group or one-to-one.	The service is provided to students during the school day and as a part of the extended (37.5 min.) day.

	interdisciplinary supports for students		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk service providers employ various testing procedures and provide short term supports in order to give support and also to determine if ongoing supports are needed.	The Academic Intervention services are provided to students in either small groups or one-to-one.	The service is provided to students during the school day and as a part of the extended (37.5 min.) day.

School-Based Response to Intervention (RtI) Plan 2012-13

School: PS 30Q092

Describe the school's RTI structure, specifically how it will provide services in Tiers 1-3	The structure for the RTI team at PS 92 provides flexibility in accommodating the needs of our students. All of our RTI providers use the push-in model and work with small groups or individual students.
What assessment(s) will the school use for universal screening?	RTI providers use various screening methods to establish baseline data in order to identify students requiring Tier 2 or 3 interventions. Some of these screening assessments are; Teacher's College word lists, running records, Reading A-Z fluency, T.C. reading levels, one-on-one conferences, prior year's ELA scores and teacher observations.
What assessment tools will the school use for ongoing progress monitoring? (these should correlate to the targeted intervention)	Progress monitoring is done with several of the above listed tools. Additionally, progress monitoring may also be done through; word books and corresponding progress charts, word packages and DIBELS.
What interventions will the school provide in each targeted area? (list resources for areas that apply)	Interventions the school provides in targeted areas are; small group and individual instruction, language instruction provided in Spanish, Handprints- Spanish language instruction, Foundations, Reading A-Z, Explore the Code, Reading Recovery, teacher created material specifically geared to reading strategies and NYS approved fiction and non-fiction reading passages.
How many times during the current school year will universal screening be conducted?	Universal screening is conducted four times per year in addition to Dibels assessments approximately every six weeks.
How will the school assess implementation and effectiveness at each Tier?	We assess implementation and effectiveness at each Tier through ongoing assessments, classroom teacher feedback and RTI meeting discussions every six – eight weeks.

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

-Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-quality highly qualified teachers to our school include:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Interviewing HQT candidates from The Open Market Hiring System and the Absent Teacher Reserve (ATR) Pool.
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.

-In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

-Professional Development is given by Columbia University Teachers College staff members. The sessions are given throughout the school year in our school building. More frequent staff development days are available to individual staff members at Columbia University in Manhattan. Those sessions are given based on individual teacher needs. Staff development activities in our school are scheduled to permit a lab or classroom visit, where a staff developer models a lesson, followed by a grade meeting or session to discuss new strategies and give teachers a chance to meet in a small group. Our Technology teacher attends monthly tech meetings given by our CFN Network to keep current with trends. Professional development is also provided for by the CFN Network ELA representative periodically at different locations. The representative is readily available to come to the school to offer support and answer questions.

-Technology used to support staff: Smart Boards and newly installed Epson projectors, comparable to Smart Boards, bring internet technology to each classroom (purchased through Resolution A funding). Headsprout computer program is used for our lower grade students (purchased using Title I funds). We also have begun utilizing ipads in several classrooms where students use them individually.

-Human resources include faculty members, a literacy coach, a Technology cluster teacher, a Librarian, and Teachers College staff. Scheduling is provided by the school administration to facilitate common periods when teachers meet. This year we continued to give an additional common preparation period to teachers once a week per grade. A new Literacy Block was created during second period each day, increasing the normal period time from 50 minutes to 80 minutes. This new period includes extended day minutes through agreement via SBO with UFT members. Substitute teachers are available to allow individual teachers to attend outside professional development (paid with Title I funds).

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

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:

- I. PS 92 created a Family Room on the first floor near the school entrance that is open to all parents. Workshops of interest to parents are held such as Parent Skills, Homework Help, Reading At Home, Family Math, Nutrition, and Children's Health Issues are given in both English and Spanish.
- II. A Social Worker is assigned by the Pre-Kindergarten Program.
- III. Parents are an integral component of the School Leadership Team.
- IV. Student Planners provide information to parents on school policies in English and Spanish. Homework and notes to and from teachers are written in the planner.
- V. All notices are sent home in English and Spanish, and PTA meetings are held in both languages as well.
- VI. PS 92 hosts a "Meet the Teacher Night" event in September to familiarize parents with the curriculum for the grade and with teacher's expectations for their children. It also provides the parents with an opportunity to meet each teacher.
- VII. Parents are trained through Learning Leaders to work with our teachers to support our students.
- VIII. Parents are also invited to all assembly programs, and to classroom celebrations of children's work.
- IX. Title I parents will participate in an annual review the second Thursday in February, 2013.

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:

- I. Communicate clearly and effectively with parents. Enhance communication between home and school. School monthly calendars are created in two languages to increase the amount of relevant and useful information available to parents.
- II. Increase parental awareness of school policies and student expectations.
- III. Provide parents with opportunities to become an instrumental presence in their child's education.
- IV. Provide workshops for parents on various topics based on interest and need.

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

- I. Giving Professional Development to provide teachers with information regarding appropriate methods of communicating with parents during conferences, as well as ways the agenda book can be a tool for communication.
- II. Providing strategies teachers can use to prepare for parent-teacher conferences.
- III. Encouraging teachers to invite parents to celebrations of children's writing and other appropriate celebrations.
- IV. Distributing the Parent Involvement Policy to parents in the Fall of 2012.

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

Each teacher and member of our support staff will provide an excellent learning environment by:

- Communicating with parents, when appropriate
- Treating everyone fairly, with respect
- Advocating for students
- Being a positive role model
- Providing quality education
- Being prepared
- Maintaining high expectations
- Knowing the material
- Motivating students
- Actively engaging all students
- Assigning appropriate homework
- Differentiating instruction

Each administrator will support the education and well being of our students by:

- Establishing clear expectations
- Communicating with parents, students, and teachers regarding the education and social well being of our children
- Providing books, materials, and resources that support high quality instruction
- Developing professional development plans that support the curriculum and recognize the strengths of each member of our staff
- Celebrating student work and appropriate behavior frequently
- Providing many opportunities for our parents to participate in the education of their children
- Informing parents of all meetings in a timely manner, and in their home language

II. Parent/Guardian Responsibilities:

Each parent will support his/her child's learning by:

- Communicating with teachers and administrators
- Participating in school activities
- Monitoring attendance
- Having child come to school on time
- Teaching respect and responsibility
- Requiring child to complete homework each day, and signing this homework
- Providing pencils and other supplies necessary for both homework and class work
- Reading and responding to notices
- Signing tests and report cards
- Volunteering at the school if possible
- Supporting the Discipline Code for the City, the School, and the class
- Holding my child accountable for his/her choices

III. Student Responsibilities:

Each student will take responsibility for his/her education by:

- Being prepared to work (books, pencils, paper)
- Listening and following directions
- Participating in class activities
- Following the Discipline Code for the City, school, and class
- Wearing my uniform every day
- Asking for help if I do not understand
- Completing homework every day
- Reading at least 30 minutes every day after school
- Giving all notes and tests to our parents to sign
- Resolving conflicts in positive, non-violent ways
- Working hard to be a good citizen in my class and in my community

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Despina Zaharakis	District 30	Borough Queens	School Number 092
School Name Harry T Stewart Sr School			

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

Principal Pasquale Baratta	Assistant Principal Esther Reyes/Anthony Loverso
Coach Kathryn Odierno	Coach Pana Ioannou
ESL Teacher Delfina Sotelo	Guidance Counselor Joyce Hochman
Teacher/Subject Area JoAnn Brogna - ESL	Parent Francisca Eloa
Teacher/Subject Area type here	Parent Coordinator Ana Melendez
Related Service Provider Genevieve Schultz	Other Joan Rosenberg-Raizer
Network Leader Nancy DiMaggio	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	18	Number of certified bilingual teachers	6	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	0	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	8		

D. School Demographics

Total number of students in school	884	Total Number of ELLs	356	ELLs as share of total student population (%)	40.27%
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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. [i](#)

When a parent enrolls their child into P.S. 92Q our ESL certified staff does a careful intake interview. During this informal interview, the necessary documents, pamphlets, and the online orientation video are also provided in the parent's home language. Once the home language is identified, if the home language is other than English and the student is found, through the interview, to be eligible for testing, the LAB-R is administered within 10 days of registration. This test determines the student's eligibility for services. Parents are then notified via the Entitlement Letter and the Program Selection Form. Parents are also invited to a Parent Orientation workshop, which is provided 3 times a year (September, March and May). This orientation is also made available to any parent registering at any other time during the year. Parents are interviewed for the initial screening - the Home Language Information Survey and for LAB-R eligibility they are administered by a Licensed/Certified ESL or Bilingual Pedagogue. The student is given the English Lab-r and Spanish Lab-r. The Spanish Lab-r is given by a pedagogue in their native language. The pedagogues who are responsible for conducting the initial screening and administering the HLIS and the Lab-r are Assistant Principal Ms Esther Reyes who is certified in bilingual education, ESL certified teacher, Ms. Delfina Sotelo and ESL Coordinator Ms. JoAnn Brogna. All students on BESIS that are ELLs and receiving Bilingual or ESL instruction are NYSESLAT tested. The following pedagogues provide bilingual or ESL services – Marta G Torres, Lucy Acuna, Gina DeStefano, Alvaro Guerrero, Natalie Simone, Maryanne Guzman, Judi Durant, Sofia Bovis, Marisol Nunez, Elmer Ventura, Ramona Coy, Teresa Mico, Mary Cali, Delfina Sotelo, Allison Rollo, Jessica Carbone, Anna Vega, Sonia Torrent, Sarah Armieri, Cristen Ingino, Jessica Michelman, Marielle Crespo, Bridget Marrantino, and JoAnn Brogna.

The RLAT is used to determine NYSESLAT eligibility which include both NYSESLAT and LAB-R scores. The administration of the NYSESLAT test consists of four components-speaking, listening, reading and writing. The speaking component is given on an individual basis within the testing parameters. The listening, reading and writing portion is administered to the ELL students in a classroom setting.

In keeping with the No Child Left Behind Act of 2001, P.S. 92Q monitors and reports the progress of all students as well as our ELLs through regular, periodic testing. All staff members who administer tests to ELLs are required to know which test modifications are required. Our ELLs participate in state testing, following the New York State eligibility guidelines in ELA, NYSESLAT, Math and Science. They also take Diagnostic Assessments which include El Sol, ELA and Math. Once eligibility has been determined, P.S. 92Q exercises the Parental Option. Parents may opt for one of three educational programs as described in the orientation video:

Transitional Bilingual Education Program

- Dual Language Program

- **Freestanding ESL Program**

At P.S. 92Q, we truly believe in building partnerships with our students’ parents. Involving the parents in the decision-making process in their child’s education is definitely a way of building bridges between the school and the home. These partnerships will lead to their children academic success. The ELL staff presents the different programs available via the three mandated parent orientation sessions (one was done in September; two will be done in March/May). At the orientation meeting, the online video is shown in the community language which is Spanish. This video facilitates parents’ understanding of the programs available. We support the parents by conducting these meetings in both English and Spanish as well as by being available for questions and concerns before and after school hours. This has allowed for parents to make informed decisions regarding their child’s placement. Our Parent Coordinator, and our ESL Coordinator, are available at the meetings, and also throughout the year, to answer any questions parents may have about these programs and the placement of their child.

The majority of our parents have selected ESL programs over Bilingual programs for the last few years. However, we provide bilingual classes in grades K, 1, and 2 for those parents who make this selection. In this manner we are able to accommodate parental choice.

P.S. 92Q offers two of the three programs, Transitional Bilingual Education Program and the Freestanding ESL Program. We do not offer the Dual Language Program. Once the parent has decided which program, the student is placed within 10 days of enrollment.

At PS 92Q our ESL Coordinator keeps class lists and checklists for recording all documentation that is returned to our school. The entitlement letter, as stated on the CD, is distributed at the beginning of the school year. The Parent Survey is processed at registration by the ESL Coordinator. If the survey determines eligibility for testing then the child is tested and parents are scheduled to view the orientation video. All documentation is collected and stored by the ESL Coordinator. Upon notification of Lab-r and NYSESLAT results, placement and entitlement letters are distributed to parents in their native languages. All documentation is collected and stores by the ESL Coordinator. All communication with parents is done in their home language. Bilingual classes are formed when there are 15 or more students on two contiguous grades for grades K-5. If there are not enough students to form a bilingual class, parents can opt for another school in the district, or stay in the ESL program in our school. If the school does not have a bilingual program in their native language, parents will be informed of a school where such a program exists. If parents do not select a program, the student is automatically placed in a bilingual class, if available, or an ESL class. All ELLs receive at minimum, placement in ESL classes.

At P.S. 92Q we like to build alignment between parent choice and program offerings by providing ELL parents with information about Bilingual/ESL services and an opportunity to ask questions in their home language so they can make an informed placement selection. We also provide information about the core curriculum, learning standards, expectations for students, and assessments within the first semester of the student being identified as an ELL. We provide various opportunities to view the orientation video at registration and during 3 separate dates during the school year. Lastly, we have our Parent Coordinator and our ESL Coordinator who provide workshops and meetings to inform parents of their children’s opportunities, available services, and above all the rights of students and parents.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1											3
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	1	2	4	3	2								14
Push-In		1	1			1								3
Total	3	3	4	4	3	3	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	356	Newcomers (ELLs receiving service 0-3 years)	282	Special Education	0
SIFE		ELLs receiving service 4-6 years	74	Long-Term (completed 6 years)	

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	59			0						59
Dual Language										0
ESL	223		0	74		0				297
Total	282	0	0	74	0	0	0	0	0	356

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	21	12											59
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	26	21	12	0	59									

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	33	38	48	84	50	40								293
Chinese			1			1								2
Russian														0
Bengali				1										1
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	33	38	49	85	51	41	0	297						

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?

SPECIAL EDUCATION

ESL: At P.S. 92, there are three self contained 12:1:1 classes that include 10 students in the K/1 grade bridge class, 13 students in the 3rd grade class, and 13 students in the grade four/five bridge class. Teachers plan and identify the needs of each student as indicated in the language goals on the students' IEPs, and implement the Teachers College model including instructional techniques to assist each student

A. Programming and Scheduling Information

in meeting his/her goals. Students receive the 360 minutes of instruction per week in accordance with CR Part 154 Regulations. Entry into and exiting from this program is determined by the student's IEP, LAB-R and/or NYSESLAT scores. Students are placed in a program following their individual IEP, students who are mandated to receive bilingual Speech instruction will be given individualized in-house Speech. If a student's IEP mandates a bilingual para professional, a bilingual para professional will be assigned. ESL self-contained ICT (Instructional Collaborative Teaching): We have one ICT class per grade, K-5. In grades K-5 two certified teachers (one General Education and one Special Education) work together in one room to provide both ESL and Special Education services. A paraprofessional is also assigned to these classes. While not all students within these classes are entitled to ESL services, ESL strategies are incorporated throughout the day. Students are provided with differentiated instruction, as in all our classes. For our IEP students the language goals on their IEPs are addressed. Our ICT classes include both general education and special education teachers. In these ICT Classes at least one teacher is certified in ESL.

GENERAL EDUCATION

Bilingual – P.S. 92 includes one bilingual class in Kindergarten, one in First Grade, and one in Second Grade. Students in these classes receive instruction in Math, Science, and Social Studies in Spanish. They receive the mandated periods of Native Language Arts, and appropriate ESL literacy instruction in English. The 60/40 model is followed and transitions to a 40/60 format by the end of the school year. Instruction is scaffolded, with on-going assessment during reading and writing workshops to determine next steps in literacy development. Everyday Mathematics is used as our standard math program. Materials for this mathematics program are provided in Spanish for these classes. Leveled classroom libraries in both Spanish and English are accessible to the students. The word walls in the classrooms, defined by colors, support student reading and writing. Trips also add to shared experiences.

ESL self-contained – Our school currently includes the following ESL self-contained classes: one class in Kindergarten, one class in grade one with a Push-in ESL provider, two classes in grade two - one of them is serviced by a push-in Provider, three classes in grade three, two classes in grade four, and two classes in grade five. ESL methodologies along with the common core curriculum are used throughout the school day to support our students. Multiple assessments, e.g. student portfolios, city and state standardized tests, and informal assessments, are used to drive content area instruction as well as language development. There is an extensive use of pictures, photos, reading of charts, books, short plays, vocabulary enhancement and practice. Children are exposed to high-quality English literature through their classroom libraries. Our school Library also contains books suitable to meet the various needs of ELLs. Four years ago our school purchased the Leap Pad program. This program allows children to listen to and follow a story. These programs are in various classrooms throughout the school. Content area subjects are done in English using ESL methodologies. Certified teachers push-in to one first and one second grade class. Depending on the levels, these students receive 360 or 180 minutes of ESL instruction by the push-in certified ESL teacher. Our advanced students also receive 180 minutes of ELA instruction. The workshop model is used in these classrooms, including on-going assessment to determine individual progress. Children are given differentiated instruction to meet their needs and their ESL level. Vocabulary enhancement, phonics, and scaffolding are included in their ESL instruction. The ESL teacher works collaboratively with the regular classroom teachers to plan and identify the needs of the ELL students. The content area teachers are also involved in the planning to meet the needs of these same students. Classroom instruction is supported during these lessons, which incorporate ESL strategies to scaffold, practice, and review language structures through speaking, listening, reading and writing. SIFE students- Currently our school population does not have any SIFE students. When a new student arrives, as students make dramatic progress, or as at-risk students demonstrate concerns, our programs and schedules are modified to meet their needs. At all times, CR Part 154 regulations are complied with. Based on their LAB-R scores and their NYSESLAT scores, if they have them from prior school, as well as parental requests, these students are placed in ESL or Bilingual classes. Programming is arranged in September and then updated as required throughout the year to accommodate our newly arrived students. They receive on-going assessment, conferring during TC reading and writing workshops, and quizzes in mathematics, science, and social studies. They receive AIS services when indicated. They are invited to all after-school and Saturday programs, as appropriate for their grade. In each of our self-contained Bilingual classes in grades K, 1, and 2, the classroom teacher provides native language support in all content areas. Bilingual teachers have a specific period during the day for native language instruction. As stated in the ESL guidelines, ESL class instruction is taught in the English language. Students participate in our transitional classrooms where language support is provided to all our students. NYSESLAT strand scores are reviewed to identify areas requiring special focus. AIS support, including test preparation, is provided. There are after-school and Saturday programs for our students to which these students are invited, and which support language development. Students participate in all test preparation activities, both during the school day and in after-school programs. These students receive supplementary services under Title III. Constant assessment is conducted in all subject areas so as to identify needs, which are then addressed in individual and small-group settings. P.S.92 ensures students are actively involved in our school choir and band activities. Small group instruction and after-school programs are available to meet the diverse needs of our ELL population.

Courses Taught in Languages Other than English

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

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

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

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

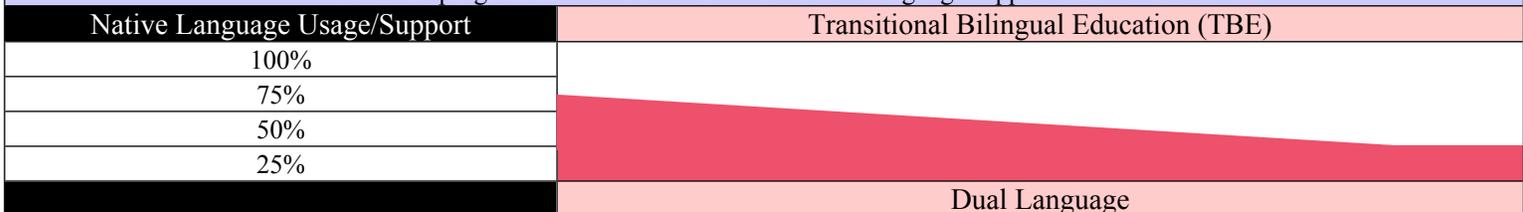
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

Based on their LAB-R scores, and their NYSESLAT scores if they have them from prior school, or based on parental requests, these students are placed in ESL or Bilingual classes. They receive on-going assessment including, conferring during TC reading and writing workshops, and quizzes in mathematics, science, and social studies. They receive AIS services when indicated. They are invited to all after-school and Saturday programs, as appropriate for their grade. In our three self-contained bilingual classrooms, the classroom teacher provides instruction in student's native language. Word walls are displayed in all classrooms. Students frequently write and discuss the content area they are learning. In small groups, students talk about how solutions are derived. Assessment is constant, and individual and small-group lessons flow from teachers' knowledge of students.

The home-school connection will be expanded through parent meetings, adult ESL classes, and through the use of parent volunteers, including Learning Leaders, in both the day and after-school programs. Parents will also be included in cultural awareness activities such as performances and trips. Children's needs are addressed individually to identify the reason for their long-term status. BESIS, our A-11, and NYSESLAT movement from year to year are all reports used to not only identify but to evaluate progress of our students. Language needs are addressed within the classrooms, and children are provided with the support they require. An intervention plan is written for those students (PIP). This is required because these students are in danger of failing grade five and of not graduating. Some of these students attend our after-school program (specifically for ELL students). Where indicated, students are referred to our Pupil Personnel Team and, if additional evaluations are required, are arranged for. If an IEP is required, language goals for these students are carefully written. The language of instruction is a function of each child's competency in English and/or in Spanish.

All students, identified as having special needs, are provided with all services required on their IEPs. Appropriate language goals are developed, and are implemented both in the classrooms and in after-school and Saturday programs to which these students are invited. Our Instructional Collaborative Teaching (ICT) classes provide support for ELL students recommended for these classes. In all of the five ICT classes, there is at least one teacher who is certified in ESL instruction. Four of the five ICT classroom include a paraprofessional who further enhances the instructional support offered to the students. Four of the four paraprofessionals in the ICT classes are alternate language paraprofessionals. The foundation of these classes is active engagement and constant language development using the common core curriculum. In our self-contained Special Education classrooms, teachers and paraprofessionals work individually and in small groups with students to support all aspects of their learning.

Students participate in our transitional classrooms where language support is provided to all our students. NYSESLAT strand scores are reviewed to identify areas requiring special focus. AIS support, including test preparation, is provided. There are after-school and Saturday programs for our students to which these students are invited, and which support language development. Students participate in all test preparation activities, both during the school day and in after-school programs. These students receive supplementary services under Title III. Constant assessment is conducted in all subject areas so as to identify needs, which are then addressed in individual and small-group settings.

All Part 154 requirements are followed to the letter. Programming is arranged in September and then updated as required throughout the year to accommodate our newly arrived students. We monitor each student's placement and continuity of service.

ESL instruction is delivered according to the latest research, including vocabulary development, thematic approaches to reading and writing, graphics and pictorial representations. The Teachers College workshop model is followed. Our teachers have attended the ITI program and ESL Professional Development Workshops. The strategies learned are implemented throughout the lessons. Teachers differentiate instruction for our beginning and intermediate students, and continue to provide support for our advanced students, simultaneously challenging them to work closely with proficient students so they can continue to develop their language skills. The "Making Books Sing" Saturday program helps students develop reading and writing skills through creative musical interpretation. Our

After-school is designed for ELLs to have homework help with supplemental reading and writing assistance while focusing on NYSESLAT preparation. Technology is used as an instructional tool throughout the school. All classrooms are equipped with Smart Boards with school wide accessibility to the Brain Pop program. In addition, lap tops and ipads are utilized for differentiation of instruction.

For our ESL push-in program the following strategies are implemented: total physical response (TPR), scaffolding through picture walks, and building background concepts with graphic organizers, modeling, visual aides, dance, music, and chants.

For our ESL self-contained classes, teachers use a wide variety of strategies throughout their day. Our SP ED teacher includes: pre-teaching vocabulary, visuals, hands-on, multi-sensory approach, cooperative learning techniques, and connecting lessons to students' prior knowledge. Our kindergarten teachers also include heterogeneous grouping (by language proficiency) for group and partner work. Thematic teaching in grade one provides students with monthly word walls (i.e. January: cold, wind, scarf) that increase their vocabulary. Our second grade teachers include computer programs such as www.boggleworld.com that support vocabulary development. Leap Pads, and books on tape are utilized. Charts with word strips and pictures increase access to language. In grade three, small group instruction to support students is essential. Vocabulary is introduced with pictures. Our fourth grade identifies a conversational-based classroom to provide language practice for students. Frequent comprehension checks are implemented to check understanding and clarify meaning. In fifth grade, the focus is on modeling strategies and visual aids. Thematic units for Social Studies and word walls in all content areas assist students. Preview of vocabulary, graphic organizers, charts, and chunking of reading material allow our students in our ICT program to develop their language skills. This program also provides for many opportunities for students to speak with each other, practicing the use of their academic language. Testing modifications are given according to the listed guidelines for ELLs.

Teachers in our Bilingual programs utilize many of these same strategies. In addition the following methods are included: color coding and matching games, mixed-ability grouping in Kindergarten; in grade one: role-playing, spelling words used in games such as Bingo, morning routines and math review in English, repeated simple questions and answers, phonics practice, read-alouds with accountable talk. The teachers build students' background knowledge for texts to be read. They use photos, brainstorming, and "surveying the text" strategies. Teachers are very diligent in providing students with time to process what is being said. In our SP ED bilingual class, the teacher practices listening comprehension, including the use of varied depth of knowledge levels for questioning, discussion and activities. The writing process includes editing other students' work. Reading utilizes graphic organizers and discussions. Title III funds are being used to fund a ten week Saturday after school program - Making Books Sing (a program which connects reading and writing through music and theater).

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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The staff at P.S. 92 includes eighteen certified ESL teachers. In addition, our staff includes three self contained Bilingual classroom teachers and two Administrators certified in Bilingual education. We have six staff members currently enrolled in the Intensive Teachers Institute (ITI) or an equivalent program to seek ESL Certification. At P.S. 92Q we have adapted the Teacher's College (TC) reading and writing program. We have trained staff in TC curriculum, that provides professional development to all classroom teachers. All grades have a common TC preparation (prep) period followed by a meeting period once a month. The Literacy Coach and the Math Coach provide professional development to new and experienced teachers. Our teachers are given opportunities to sign up for professional development that addresses their ESL questions and concerns. Our newly hired ESL teachers are in the program receiving support and guidance in following quality ESL strategies and methodologies. In addition we have our network support ELL Specialist who has provided professional development (PD) specifically designed to provide strategies and analysis of language development. As a result of our network ELL support we have purchased computer software, text books, and professional reading materials to be used as resources for ESL teachers.

To maximize our professional time we have designed a prep schedule that facilitates common prep periods for all the grade levels. This allows teachers to plan and strategize on their grade level, discuss assessments and their results, and do long term planning using data driven instruction. In addition, once a month an administrator meets with each grade levels to discuss best practices, new implementations, and any concerns they might have.

Combining PD with professional planning opportunities, it is our goal to cultivate a staff that can deliver instruction and services to LEP (Limited English Proficient) students helping them become proficient.

Title III funds are being used to staff and maintain qualified ESL teachers, to provide professional development workshops and seminars, to fund an eleven week After School Program with homework help and supplemental reading and writing assistance while focusing on NYSESLAT exam, and to provide a ten week Saturday Program "Making Books Sing" which focuses on reading and writing through music and theater. This Saturday Program will conclude with a preformance celebration to which parents are invited. Hands-on activities, manipulatives, materials for every lesson, especially in Mathematics, Science, and Social Studies are all purchsed with these funds. The series "On Our Way to English" is used in our self-contained ESL and Bilingual classes. Both classroom libraries and the school Library include a substantial number of books in Spanish, at all reading levels. Non-fiction as well as fiction is included. Everyday Mathematics materials are provided in Spanish for our Bilingual classes. NYSESLAT test prep tools are used to better prepare our ELL students for the language assessment (NYSESLAT).

Our teachers attend Teachers College workshops, including those specifically geared for ELLs. All professional development within the school addresses instructional practices that are appropriate for ELLs. Our network support ELL Specialist has provided PD specifically designed to provide strategies and analysis of language development. As a result of our network ELL support we have purchased computer software, text books, and professional reading material to be used as resources for our teachers. When teachers attend PD they will complete a form with the Title of the workshop, duration and date. This information will be given to the ESL Coordinator.

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?

The faculty and staff at P.S. 92Q believe that parent and community participation is an essential component to the success of our ELL programs. The Family Room acts as our bridge and invites parents and members of the community to be active participants and to support the program. We know that they in turn will enhance our learning community and improve the quality of education for all ELL students. We provide all parents and guardians the opportunity to attend ESL classes so they may play a more active role in their children's education. We also invite guest speakers to facilitate workshops and inform parents on various topics such as health, legal, and nutritional issues. The Parent Coordinator and the Family Worker will work cooperatively in order to disseminate information to all parents on educational activities that are taking place in our community. PS 92 created a Family Room on the first floor near the school entrance that is open to all parents. Workshops of interest are given for parents such as Parenting Skills, Homework Help, Reading At Home, Family Math, Nutrition, and Children's Health Issues are given in both English and Spanish. A Social Worker is assigned through our Pre-Kindergarten Program. Parents are an integral component of the School Leadership Team. Student Planners for all children provide information to parents on school policies in English and Spanish. Homework and notes to and from teachers are written in the planner. All notices are sent home in English and Spanish. PTA meetings are held in both languages as well. PS 92 hosts a "Meet the Teacher" event in September to familiarize parents with the curriculum for their child's grade, informing them of teacher expectations. Many opportunities are being provided for children to meet the State's levels of academic achievement. The organization Coalition for Hispanic Family Services provides a "Literacy through the Arts" program. Along with literacy students are engage in Art projects, Physical Education activities and homework assistance. It also provides parents with an opportunity to meet each teacher. Parents are also invited to all assembly programs, and to celebrations children's work in their classrooms.

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)	28	23	6	4	9	2								72
Intermediate(I)	0	25	23	28	15	11								102
Advanced (A)	31	11	32	48	22	28								172
Total	59	59	61	80	46	41	0	0	0	0	0	0	0	346

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	4	5	0	1	1							
	I		20	6	0	0	3							
	A		27	36	27	18	8							
	P		12	33	69	39	44							
	B	1	22	6	2	1	2							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I		23	21	27	9	10							
	A		11	13	48	33	28							
	P		42	18	19	15	17							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	29	44	30	3	106
5	19	14	1		34
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	11		24		7				42
5	3		16		19		1		39
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		26		8				31
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

The assessment data across the grades indicates that our students need to gain proficiency in reading and writing. Each class focuses on these strands on a daily basis, while at the same time, providing many opportunities for the children to listen and then speak about the content, thus increasing not only their basic language skills, but also their use of academic language. In addition to multiple opportunities during the school day, homework includes reading and writing each night. Our goal is to provide as many opportunities as possible for students to express themselves. Color-coded word walls in their native language, along with word walls in English allow for the transition from L1 to L2. Classroom libraries (in Spanish and in English), at a range of reading levels, allow students to develop skills in Spanish as they also begin to read in English. Trips have become an integral part of our instructional program, giving students common experiences to build from. Technology is used as an instructional tool throughout the school. In grades K-2 the Foundations Reading Program is used to help students develop basic phonics and decoding skills.

Our Freestanding English as a Second Language Program is language immersion-based, with constant opportunities for the students to use their language skills. Shared reading, shared writing, and modeling by the certified or ITI teachers provide the children with the ESL strategies they need to build their language foundation. Thematic teaching allows for vocabulary development. Word walls, charts, labeling, and a wealth of books support students. Trips provide common language experiences. For the classes that have push-in services, the certified teacher supports the reading and writing workshop model as well as mathematics instruction by developing language with each student.

In first grade the reading and writing scores were lower in the listening and speaking sections. Our instructional program focuses on language experiences. We have implemented a response to intervention program "Reading Recovery". Classroom and push-in ESL strategies include many listening and speaking opportunities. These in turn give our students the language foundation to build on as they read and write. Teachers College methodology is used together with thematic units of study. Referring to word walls, writing every day in school and at home, and reading at each student's just-right level, promotes an environment structured to improve their language skills.

In grade two, our advanced students are grouped together and challenged to continue to improve their reading and writing skills. Thematic teaching, trips to provide common experiences, and ESL strategies used throughout the day (including pictures, labels, accountable talk) all support the students' growing proficiency. For our beginning and intermediate students, ESL instruction, in self-contained classrooms and in the push-in setting, provides strategies to support their speaking, listening, as well as reading and writing.

For grades one, two and three, our self-contained ESL classes are taught by certified teachers who constantly provide activities to develop students' language skills. Here, the data indicated that students have basic English skills but their reading and writing requires much work. Opportunities are provided in many venues: classroom lessons and the after-school homework and NYSESLAT preparation support.

Our fourth and fifth grade students are constantly engaged in activities that support their reading and writing. Their teachers utilize ESL strategies throughout the school day, providing scaffolded and differentiated instruction, hands-on activities with discussion within groups followed by writing activities, constant assessment and "next steps" in reading and writing, just-right books at all required levels, reading logs, and writing for homework each night. Beginning January 2013 we offer the Saturday Program- "Making Books Sing".

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q092 School Name: Harry T Stewart Sr. School

Cluster: 2.02 Network: Nancy DiMaggio

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.

Parents complete a Home Language Identification Survey during the registration period to establish need. The ESL Department updates this process each year to maintain accuracy. Parents also complete an emergency contact form to provide contact phone numbers, addresses, and to indicate their preferred language of communication. Teachers also complete a Classroom Home Language Survey of the children in their classrooms. Information regarding how many children speak different languages is forwarded to the main office to assist in determining how many copies must be distributed in each language.

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.

Our Home Language Survey data indicates what our school population is: 12 families have a home language other than English, 78 families have English as their home language and 792 families have Spanish as their home language. Most communication is done in two languages via handouts written in English on one side and Spanish on the other. Meetings are conducted in both languages with the inclusion of educators who are bilingual. Written translations of Department of Education initiated letters and memorandums in various languages can be easily downloaded by DoE employees and the public.

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.

P.S. 92Q works very closely with the Department of Education Translation and Interpretation Unit. Interpretation services are provided during regular business hours in order to communicate critical information regarding children's education. The services are provided either here at the school or by telephone. All the material sent home is routinely written in both English and Spanish languages. Speakers of languages other than English have requested English materials. Teachers also use the school and DOE resources to communicate with parents. Many teachers write their report card comments and or simple notes going home, and then have them translated. Some teachers use online translation services that are free on the internet. The Principal, Assistant Principal, Parent Coordinator, and ESL teachers all assist in the translation of documents as well. The turnaround period for translations is always quick. Materials are always sent in a timely manner so that parents can seek assistance if needed from school personnel.

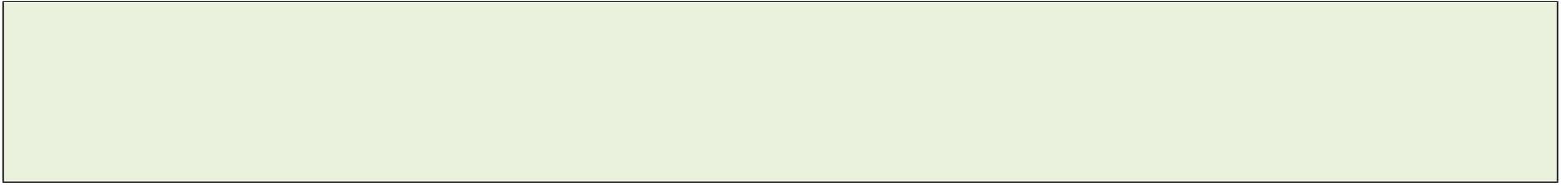
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

For oral interpretation, PS 92Q works in conjunction with the Department of Education Translation and Interpretation Unit. Interpretation services are provided during regular business hours in order to communicate essential information to parents. The services are provided here at the school and by telephone if needed. We have many staff members such as the Principal, Assistant Principal, Parent Coordinator, ESL teachers, and various Paraprofessionals who are bilingual and assist whenever 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>.

PS 92Q is fulfilling this requirement by doing the following:

- a. PS 92Q has provided parents with a copy of the Bill of Parent Rights and Responsibilities in their home language in the month of September. This Bill of Rights details what their rights are regarding the translation and interpretation services.
- b. PS 92Q has posted all signs in the most prominent languages indicating the availability of interpretation services. One sign is posted in a conspicuous location in the school lobby, and others by the elevator entrances on each floor.
- c. The school posts translated signs and obtains forms in primary languages that are needed.
- d. Parents are directed to refer to the DOE website for information concerning their rights to these services in each of the covered languages.



2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Harry T Stewart Sr. School	DBN: 30Q092
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 397	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 5	
# of certified ESL/Bilingual teachers: 5	
# of content area teachers:	

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:

P.S. 92Q's Title III program provides English Language Learners in grades 1-5 with supplemental instruction in two different programs. Our Saturday School Program - Making Books Sing will meet for 2 hours - ten sessions. This program is comprised of two groups of twenty students each in grades four and five. - In this program student's work with two teaching artists and two ESL certified teachers. Making Books Sing develops active reading through creative play and text-to-self connections. It will establish positive associations with literacy in emergent readers/speakers focusing on English Language Learners. In addition, this program promotes meaningful interactions with oral and written language through creative play. It will expand upon and increase emergent readers existing skills of visualization and creative thinking. Students are guided through a series of drama and music activities exploring character, plot, theme and setting. Students are led in brainstorming, rhyming and story-telling activities. Students are taught how to physically embody characters and improvise dialogue using appropriate emotional expression with their voices and bodies. Teaching artists lead students through acting, playwriting and lyric-writing workshops, resulting in an adaptation and/or creative exploration of a children's book. Students explore the elements of playwriting and theatre making. In-depth drama and playmaking activities assist students in investigating the many facets of storytelling by focusing on movement, songwriting and acting techniques. Students create a story based on their class-chosen book and begin to explore specific story elements through theatre and movement. Students create the beginning, middle and ending scenes in their story, paying close attention to exploring character, setting, conflicts and resolution. Students also create an original song/songs to include in their play. Student revisit , edit and rehearse their play and song. At the end of the ten weeks they will have a final product to be presented to parents in a scheduled assembly.

Weekday Afterschool NYSESLAT Test prep – This program provides NYSESLAT test preparation instruction for grade one, grade two and grade three ELLs. The major focus will be on four strands of NYSESLAT assessment - Listening, Speaking, Reading and Writing. Students will work on English language development and building academic language in the content area subjects. ESL strategies such as graphic organizers, pictures, scaffolded directions and instruction are provide as required by individuals and small groups of students. Groups are kept to approximately 3 groups of 20 students each. This program will meet 3 days a week from January to May for 22 weeks for 2 hour sessions. The instruction is scaffolded; academic vocabulary is developed; assessment is on-going. Three ESL Certified Teachers provide instructional services. The materials used for the NYSESLAT test prep include Rigbys English in My Pocket for newcomers and NYSESLAT test preparation books. Over the past several years we have found that Grades 1, 2 and 3 have a lower attendance rate for Saturday programs than a weekday afterschool program. As a result, this year our Saturday program will consists of Grades 4 and 5. Grade 4 and 5 have a lower attendance rate during weekday afterschool programs. Both programs, Saturday School and Weekday Afterschool programs will have one ESL administrator to supervise the programs.

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: The staff at P.S. 92 includes twenty three certified ESL teachers. In addition, our staff includes three self contained Bilingual classroom teachers and two Administrators certified in Bilingual education. We have five staff members currently enrolled in the ITI program to seek ESL Certification. At P.S. 92Q we have adapted the Teacher's College reading and writing program. We have trained staff in TC curriculum, that provides professional development to all classroom teachers. All grades have a common TC preparation (prep) period and then a meeting period once a month. Our Literacy Coach, Ms. Pana Ioannou and our Math Coach, Ms. Kathy Odierno provide professional development to new and experienced teachers. Additional Professional Development is provided by Teacher's College which includes two staff developers Ms. Marjorie Martinelli for grades K-2 and Ms. Christy Curan grades 3-5. Ms. Martinelli and Ms. Curan meet for 9 sessions each during the school year. Grades K-2 meet on October 16th, 23rd and 30th, November 20th, December 4th, February 26th, March 5th and 19th and the last meeting on June 11, 2013. Grades 3-5 meet on September 9th, October 3rd and 10th, December 5th and 12th, May 1st, 8th and 29th and the last meeting on June 5th 2013. In addition, Teachers College provides on Expertise Day on January 15th, 2013 with Ms. Shanna Schwartz. Teachers are given opportunities to sign up for professional development that addresses their ESL questions and concerns. Our recently hired ESL teachers are in the program and receive support and guidance in following quality ESL strategies and methodologies. Hunter College Title IIB grant provides monthly workshops that prepares ESL teacher. These workshops are geared to ELL students. We have purchased computer software, text books, and professional reading material to be used as resources for ESL teachers. To maximize our professional time we have designed a prep schedule that facilitates common prep periods for all the grade levels. This allows teachers to plan and strategize on their grade level, discuss assessments and their results, and do long term planning using data driven instruction. In addition, once a month administrators meet with the grade levels to discuss best practices, new implementations, and any concerns they might have. Combining PD with professional planning opportunities, it is our goal to cultivate a staff that can deliver instruction and services to LEP (Limited English Proficient) students helping them become proficient. Title III funds are being used to staff and maintain qualified ESL teachers, to provide professional development workshops and seminars, to fund a ten week Saturday After School Making Books Sing Program (teachers work alongside a professional artists while providing students assistance in visualization and creative thinking skills). Our teachers attend Teachers College workshops, including those specifically geared to ELLs. All our professional development within the school addresses instructional practices that are appropriate for ELLs. We utilize hands-on, manipulative, materials for every lesson, especially in Mathematics, Science, and Social Studies. Charts, maps, pictures, word walls for all subject areas, are required. The series, On Our Way to English, is used in our self-contained ESL and Bilingual classes. Both classroom libraries and the school library include a substantial number of books in Spanish, at all reading levels. These include non-fiction as well as fiction. Everyday Mathematics materials are provided in Spanish for our Bilingual classes.

Part C: Professional Development

NYSESLAT test prep tools are used to better prepare our ELL students in the language assessment (NYSESLAT).

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 faculty and staff at P.S. 92Q believe that parent and community participation is an essential component to the success of our ELL programs. The family room acts as our bridge and invites parents and members of the community to be active participants and to support the program. We know that they in turn will enhance our learning community and improve the quality of education for all ELL students. We provide ESL classes for all parents and guardians so that they may play a more active role in their child’s education. ESL classes are given on a weekly basis from Oct - June by Mr. Max Schnuer. The Center for Integrated Teacher Education with Mr Matthew Zagami provides monthly workshops, parent workshop topics include "Homework Without Tears" and "Helping Your Child Succeed In School/Improving Study Skills". We will also invite guest speakers from Health Plus and Cornell University to come and give workshops and inform the parents on various topics such as health, legal and nutrition issues. Our Parent Coordinator, Ms. Ana Melendez and our Family Worker, Ms. Marie Costa work cooperatively in order to disseminate information to all parents on educational activities that are happening in our community.

Part E: Budget

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

Allocation Amount: \$45884

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 		

Part E: Budget

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

Allocation Amount: \$45884

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